

CAI  
CC 60  
- 76D52

The Canada Council  
Conseil des Arts du Canada

**Doctoral Fellows...  
What Happens?**

Report on a follow-up study  
of 1968-69 Canada Council doctoral fellows  
by René H. Lemieux  
Research and Analysis Section  
The Canada Council



Digitized by the Internet Archive  
in 2021 with funding from  
University of Toronto

<https://archive.org/details/31761114654601>

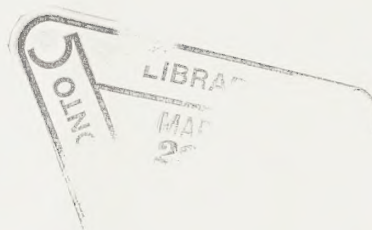
DOCTORAL FELLOWS - WHAT HAPPENS?



DOCTORAL FELLOWS - WHAT HAPPENS?

Report on a follow-up study  
of 1968-69 Canada Council  
doctoral fellows

by  
René H. Lemieux  
Research and Analysis Section  
The Canada Council  
Ottawa



## CONTENTS

Foreword	vii
Preface	ix
Summary	xi
I - Introduction	1
The data collected	1
Data base and coverage	2
Descriptions of terms used in this report	3
II - Results of the survey	5
A. Stage of doctoral studies achieved by respondents	5
1. PhD completion rate by year in course	7
2. PhD completion rate by type of doctoral program	7
3. PhD completion rate by country of university to award the degree	9
4. PhD completion rate by discipline	10
5. PhD completion rate by sex and age at January 1969	12
6. PhD completion rate by marital status and number of children at January 1969	13
7. PhD completion rate by citizenship at January 1969 and language	13
B. Intention of respondents towards completion of their doctoral studies	14
1. Intention according to discipline	14
2. Intention according to country of university to award the degree	16
C. Delays, interruptions or abandonment of doctoral studies	17
1. Reasons for delays or interruptions in the doctoral program	
2. Reasons for abandonment of studies	18
D. Time elapsed between the different stages of doctoral studies	19
1. Time elapsed according to type of doctoral program	20
2. Time elapsed according to country of university to award the degree	20
3. Time elapsed according to discipline	21
4. Time elapsed according to personal characteristics	22
E. The employment situation	22
1. The situation at the beginning of 1974	22
2. The influence of stage of doctoral studies on employment status	22

3. Country of employment	23
a) Employment by country of university to award the degree	23
b) Repatriation and retention	23
c) Reasons for employment outside Canada	25
d) Citizenship of persons employed outside Canada	25
e) Country of employment by discipline division	26
4. Sector of employment	26
a) Sector and country of employment	26
b) Sector and discipline	27
5. Annual income of university teachers employed full time in Canada	28
a) Annual income by stage of doctoral studies	28
b) Annual income by country of university to award the degree	29
c) Annual income by discipline	29
d) Annual income by academic rank	30
e) Annual income by age (at January 1969) and sex	31
6. Relationship between doctoral studies and occupation	31
a) By type of occupation	32
b) By discipline division	32
c) Whether seeking other employment	32
7. Characteristics of persons seeking other employment	33
Appendix A: Statistical tables	35
Appendix B: Survey data base and coverage	69
Appendix C: The questionnaire	72
Appendix D: Contact and follow-up letters	77

## FOREWORD

Doctoral fellowships have been offered by the Canada Council every year since the Council was founded in 1957. These fellowships are meant to help young scholars in the final stage of preparation for research and teaching. From less than 100 awards in the first competition, the program expanded until over 1,100 new fellowships and over 1,200 renewals were awarded for the 1970-71 academic year. Although there has been some decrease since that year in the number of fellowships applied for and awarded, this program is still the largest single item in our support of the humanities and social sciences. Indicative of the growth of Canadian universities, the range of disciplines studied and the proportion of fellows choosing to study in Canada have increased markedly over this period.

The Canada Council evaluates the effectiveness of its programs and, in this instance, has done its best to trace the subsequent careers of those awarded doctoral fellowships. Our previous follow-up, of over 800 people who received this award during the years 1958-59 through 1964-65, was described in the Council's 10th Annual Report (1966-67). A five-year analysis of the progress of fellows through their doctoral programs was given limited distribution in October 1974.

The Council offers this report for the information of those interested in the careers of Canadians who were Council doctoral fellows in 1968-69. We thank the more than one thousand fellows who responded to our questionnaire and thus made the report possible.

The survey was conducted and the results analyzed by René Lemieux of the Council's Research and Analysis Section, under the general direction of Norman Lamont and with the assistance of his colleagues in the Council.

Charles Lussier  
Director  
The Canada Council

Ottawa  
March 1976



## PREFACE

In the social sciences and humanities, the sum committed by the Canada Council for the provision of doctoral fellowships in the fiscal year 1967-68 amounted to \$6.5 million, or 57.2% of the social sciences and humanities budget. These funds enabled the Council to offer 1,554 fellowships in that year. This occurred at a time when the number of fellowships was increasing at a rapid pace, in step with growth in the number of doctoral students.

In its 13th Annual Report, the Canada Council explained in the following terms the rationale for spending so much in this field:

"One essential of a doctorate is that it provides training for research, and the essential of research is that it adds (in larger or smaller measure) to the sum of knowledge - and so may provide understanding and some solutions to the state of bewilderment in which we live. Universities are the chief centres of research, but their first responsibility is to teach; and so in Canada they have grown to meet enrolment at such a pace over the last ten to fifteen years that they have had to recruit foreign scholars because of the shortage of Canadians with advanced academic qualifications. The Council's heavy investment in its doctoral fellowships program is designed to correct the imbalances which have resulted over the years, and in particular to provide an adequate supply of good Canadian teachers competent eventually to staff our universities and colleges and to undertake research, not only in the university but also in industry and government."

Statistics Canada figures show that changes in the desired directions are indeed taking place, with an increasing proportion of PhD holders and a decreasing proportion of non-Canadians showing up in the growing humanities and social sciences faculty in our universities. To discover to what extent the Canada Council's program of doctoral fellowships is contributing to this development the Council had to find out whether and in what numbers its former award holders are taking up a career in university teaching. In 1965, a survey was conducted to find out what had actually happened to those doctoral fellows who, between 1958-59 and 1964-65, had received a doctoral fellowship from the Canada Council. The results of that survey were published in the 1966-67 Annual Report. In 1973 it was decided to update and enlarge the earlier survey, using a similar technique, that is, a mailed questionnaire.

The survey on which this report is based was addressed to the 1,554 people who were offered a doctoral fellowship for tenure in 1968-69 (funds committed in fiscal year 1967-68). The study sought to determine exactly how many had completed their doctoral studies, precisely in what numbers and where they were employed, and whether the employment they had obtained was related to their doctoral education.

Designed to document the experiences of these former award holders, the survey was not intended to provide a measure of the quality of the scholars that the Council helped to train. The study bears on the interpretation of numbers and not on a qualitative assessment of these experiences. Although this study is a step in the direction of program evaluation, it will not provide an assessment of the degree of improvement in the level of teaching and research in the social sciences and humanities in Canada. Such a topic may well warrant a study of broader scope.

This approach has been taken simply to discover the facts and report them as they are, highlighting those that seem particularly noteworthy but deliberately eschewing any attempt to relate observed effects to possible causes, or to deduce policy implications from the statistical conclusions of the study that appear throughout the text of the report and are drawn together in the Summary.

The organization of the text reflects the two main areas of concern: the educational and employment experiences of the respondents. The results of the survey show first that stage of the doctoral program the respondents had achieved at January 1974, the time of the survey. There follows a description of the sector and country of employment for those who were employed. The analysis then proceeds to a detailed review of those who were employed as university teachers in Canada. The report also provides in the appendices a number of tables for those who may wish to examine the topics in greater depth. These tables have not exhausted the possibilities of cross-tabulations that can be derived from the data bank in which the information is stored. Indeed, it is hoped that the suggestions and questions of readers will increase the use of this information.

## SUMMARY

In January 1974, 1,032 former Canada Council doctoral fellows replied to a questionnaire about their educational and employment experiences. These respondents were part of a cohort that had received doctoral awards for tenure in 1968-69. Their answers revealed the stage achieved in their doctoral studies, the occupations they held, annual incomes, and the relationship between their occupations and their doctoral studies. Following are the major findings in summary.

(1) At the time of the survey, 62% of the respondents had been awarded doctorates. Doctoral fellows who were registered in United States universities showed the highest rate of PhD completion; those registered in Canada reported the lowest rate. Respondents in the humanities showed a higher completion rate than their counterparts in the social sciences. It was found that success in completing doctoral studies increased with age. Male respondents, those who were married, those with dependents, those who were landed immigrants and those who were English-speaking reported respectively better rates of PhD completion than females, singles, respondents without dependents, Canadians and French-speaking respondents.

(2) Among those who had not completed their doctoral studies, 85.5% indicated an active intention to do so. Within this group, slightly more than 90% had experienced a delay or an interruption in their program.

(3) For those who had received their PhD, the average length of time spent on the doctoral program was reported as 4.7 years. On average, respondents who were registered in a North American type of doctoral program reported 4.8 years for this purpose, 7 months (or 0.6 years) more than the 4.2 years shown for respondents enrolled in a European type of program.

(4) At the time of the survey, 91.9% of the respondents were employed either full or part time. Others were studying full time, held a post-doctoral appointment, were unemployed or were in an unspecified status. In the group that studied in Canadian universities and were employed at the time of the survey, it was found that 93.4% had stayed in Canada. Of those who studied outside Canada, 83.9% had returned to employment in Canada. Among those

who were employed, 87.9% were working in Canada. Close to 87% of the employed respondents indicated education as their sector of employment; 81.5% were university teachers. Within Canada, university teachers made up 82.1% of all those employed.

(5) The average annual income of university teachers employed full time in Canada was \$14,796. However, university teachers who were PhD holders indicated an average annual income of \$15,254, a difference of \$1,506 over the \$13,748 reported by those without a PhD. It was found that university teachers with PhD's in the academic ranks of full professor, associate professor and lecturer were earning less than their counterparts without PhD's but assistant professors with PhD's - the largest single group - reported higher incomes than assistant professors without PhD's. Overall, university teachers with PhD's who had studied abroad showed an average annual income slightly higher than those who had studied in Canada. As well, university teachers with PhD's in the social sciences reported higher incomes than PhD's in the humanities. An income differential also appeared between teachers with and without PhD's for the first three age intervals (20-24, 25-29, 30-34) but this differential disappeared almost completely for those who were aged 35 and over. Although male and female teachers with PhD's reported higher incomes than their counterparts who did not have PhD's, generally, regardless of doctoral degree status, women showed lower incomes than men.

(6) Among respondents employed full time in Canada, 84.2% of the university teachers indicated that their occupation was fully related to their doctoral studies. Only 42.0% of respondents in other occupations reported a similar relationship. The percentage of respondents employed full time in Canada who were seeking a change of employment was found to increase markedly as their reported level of relationship between occupation and doctoral studies decreased from "full" through "partial" to "nil".

(7) As of January 1974, 19 respondents were unemployed and were actively seeking employment. Also actively seeking employment were nine post-doctoral fellows, 32 full-time students and four others who did not specify their status.

## I - INTRODUCTION

This follow-up of former Canada Council doctoral fellows was conducted to provide systematic and comprehensive information on the educational and employment experiences of these scholars since their 1968-69 tenure. The information is intended to enable the Canada Council to evaluate the effectiveness of the doctoral fellowship program in the light of its objective as stated in the 1967-68 Annual Report: "... to help young scholars in the social sciences and humanities through the final stage of their training for a career of research and teaching."

### The data collected

A questionnaire (Appendix C) was designed, pre-tested and mailed to the 1968-69 cohort of doctoral fellows. Each fellow was asked to provide items of background information including: age, sex, marital status, number of dependents, language and citizenship. Questions on education included the discipline, type of doctoral degree sought, university attended and any changes in these that took place after the fellowship was granted. Those surveyed were asked to specify the year in which they registered for graduate studies and the year in which they enrolled in their doctoral program. Fellows were asked whether and when they had received the PhD and, for those enrolled in a doctoral program consisting of course work and a thesis, whether they had completed the course requirements. A further question asked whether they were still studying full time and, for PhD holders, whether they were then on a post-doctoral appointment. Respondents who had not been granted PhD's were asked whether they intended to complete their doctoral programs and what delays or interruptions they may have encountered during their studies. Those who had abandoned their programs were asked the main reason for doing so.

Employment information sought included a description of employment status, sector and country of employment, specific occupation, number of years in that occupation and annual income. If the respondent was working abroad, information was sought about the main reason for doing so. If the respondent was a university teacher, academic rank and number of years in that rank

were requested. Each employed respondent was asked to rate the degree of relationship between occupation and doctoral studies. All respondents were also asked to specify if they were looking for employment or a change in employment. If they were, the reason for doing so was requested, along with the type of occupation, sector and country of desired employment.

All this information has been coded and stored on computer tape. The tabulations shown in this report were produced by the computer. It should be noted that numerous other cross-tabulations are possible.

#### Data base and coverage (Appendix B)

Of the 1,554 persons who were offered a doctoral fellowship for the 1968-69 academic year 286 were excluded from the survey either because our records indicated that the fellowship had been withdrawn, that the recipients had since died or that we had been unable to locate their most recent whereabouts. This left 1,268 persons for whom, presumably, exact addresses had been found and to whom a first questionnaire was sent. This initial mailing resulted in 875 replies to which were added another 157 as a result of a follow-up on the 393 silent cases. The total number of replies received before the cut-off date for processing the records was thus 1,032. These respondents provided our survey with a response rate of 81.4%. Although this is satisfactory for a mail survey, the returns have been compared with available program statistics to ensure that there were no systematic sources of bias. We were able to compare the two sets of data according to three educational background variables: year in course, country of university to award the degree and discipline divisions (see table, Appendix B).

The year in course information (the number of years since enrolment) obtained from the survey indicates that higher return rates have been obtained from the then new entrants to the doctoral program than for those who had been studying for at least two years. This may mean that we have not been so successful in tracing those award holders who, in 1968-69, were close to the end of their doctoral studies (those who were in their third and fourth year in course) and who may have moved several times since then. It may also be that the response from that group is simply lower than from the others. Based on the results to be shown in Part II of this report, the lower return rate for those

who were in the later years of their doctoral studies would mean an underestimation of the number of persons reporting a PhD. On the other hand it may be that those who had already been awarded a PhD were easier to trace and also perhaps more ready to complete a questionnaire than those who had not. To the extent that this is so, our reported rate of PhD completion is overestimated. In terms of the other two variables used in this comparison, country of university to award the degree and discipline divisions (social sciences and humanities), an examination of the returns does not show any significant difference from the distribution of program statistics.

#### Description of terms used in this report

An explanation should be made at this point of the terms and categories that will be used throughout the report. In the personal variables, whenever age is used it refers to that at January 1969, the mid-point of the 1968-69 academic year. If one wishes to determine the age at January 1974, the time at which the survey took place, one only needs to add five years to each of the age intervals used. Respondents who were not married, that is, single, widowed, divorced, separated or those who indicated an affiliation to a religious order, have been included in the category of "single". The number of dependents refers to the situation in January 1969. The citizenship status of respondents was requested for two points in time: January 1969, and January 1974. The language of respondents was determined by that used to answer the questionnaire - the questionnaire was printed in both English and French. The terms "stage of doctoral studies" or "stage of degree", "type of doctoral program" and "year in course" will be explained in Part II of this report. The expression "country of university to award the degree" refers to the location of the university in which a respondent was registered. For some respondents, the place of tenure and the location of the university to award the degree differ. Although the individual disciplines have been coded and stored as such, our tabulations will show a breakdown similar to that used by the Canada Council in 1968-69. Whenever reference is made to selected disciplines it will mean that only those disciplines that showed a response from 25 or more respondents were included. The specific occupation of respondents who were employed has been tabulated according to the Canadian

Classification and Dictionary of Occupations and the income question that followed was in reference to that specific occupation. The income data have been coded to provide a tabulation both by income bracket and by the average for a particular class of respondents.

There were three open-ended questions in the questionnaire. The first asked the main reason for taking a post-doctoral research appointment. However, too few respondents were then post-doctoral fellows for the answers to be meaningful. The second question, aimed at persons who were employed outside Canada, was intended to find out the main reason for their working abroad; their replies have been coded, tabulated and are included in Appendix A. The third such question was directed to persons employed full or part time to find out why they were seeking a change of employment. Their replies have been coded and tabulated (Appendix A). Another question invited comments and suggestions on the Canada Council's program of doctoral fellowships. The numerous and varied replies to this question have not been coded and are not referred to in the text.

## II - RESULTS OF THE SURVEY

### A. Stage of doctoral studies achieved by respondents

An important purpose of the survey was to find out in what proportion the 1968-69 cohort of doctoral fellows succeeded in completing their program of doctoral studies when the survey was conducted - that is, in the early months of 1974.

The returns indicated that 640 of the 1,032 respondents, or 62.0%, had received their PhD while the remaining 392 had not. Among the latter, 284 respondents (27.5%) reported the completion of course requirements; these are referred to here as "A.B.D.'s" (All But Dissertation). Another group of 87 (8.4%), enrolled in programs with no course requirements, had not yet completed their theses. Twenty-one respondents reported that their course requirements were not yet completed.

For the most part, the remaining discussion in this report on stage of degree will consist of a breakdown of the PhD completion rate among various sub-sets of our respondents. (The difference between 100 per cent and the PhD rate is made up by those respondents who had not completed their doctoral program.) However, the actual data on the number reporting under the four following stages are presented in the statistical tables (Appendix A). These stages are: (1) degree granted, (2) "A.B.D.'s", (3) dissertation incomplete (for that group enrolled in a program with no course requirements), and (4) course requirements incomplete.

The following table shows the PhD completion rates for the various sub-sets that will be discussed at length later on.

TABLE 1  
Summary PhD Completion Rate

Characteristic	Total N	With degree completed	Completion rate (%)
All respondents	1,032	640	62.0
<u>Year in course</u> (in 1968-69)			
Year 1 (registered in 1968)	320	144	45.0
Year 2 (registered in 1967)	299	192	64.2
Year 3 (registered in 1966)	231	159	68.8
Year 4 (registered in 1965 or before)	182	145	79.7
<u>Type of doctoral program</u>			
Course work and thesis	798	493	61.8
Thesis only	234	147	62.8
<u>Country of university to award the degree</u>			
Canada	428	231	54.0
Abroad	604	409	67.7
United States	295	216	73.2
United Kingdom	165	100	60.6
France	104	69	66.3
Other	40	24	60.0
<u>Discipline division</u>			
Social sciences	576	345	59.9
Humanities	456	295	64.7
<u>Age</u> (at January 1969)			
20-24	169	99	58.6
25-29	512	309	60.4
30-34	190	122	64.2
35+	161	110	68.3
<u>Sex</u>			
Female	185	101	54.6
Male	847	539	63.6
<u>Marital Status</u> (at January 1969)			
Married	669	437	65.3
Single and others	363	203	55.9
<u>Dependents</u> (at January 1969)			
Without children	678	409	60.3
With children	354	231	65.3
<u>Citizenship</u> (at January 1969)			
Canadian	876	528	60.3
Landed immigrant	156	112	71.8
<u>Language</u> (that used in questionnaire)			
English	814	517	63.5
French	218	123	56.4

*1. PhD completion rate by year in course (Appendix A, Table 1)*

Year in course for the 1968-69 group refers to the first, second, third or fourth year of doctoral studies. Unfortunately, the question about year in course was not included in the survey questionnaire because the pilot survey conducted to test the questionnaire had shown it to be inappropriate or too difficult to answer. We must therefore content ourselves with a proxy-variable for our purposes, namely, the number of years since first registering for the doctorate (question no. 12 in the questionnaire). Although not fully adequate on some grounds, (for example, in neglecting to account for the number of years studying part time, or interruptions during the course of the doctoral program) this measure has the merit of being based on a dated moment in time, applicable to every respondent.

As can be seen from Table 1, the PhD completion rate varies according to the year in course reported (or number of years since registration in a doctoral program). A proportion of 45% of those who registered in 1968 (and were then in their first year of the doctoral program) had received their degree at the time of the survey. This rate increases steadily to 64.2%, 68.8% and 79.7% for those in the other three years. This progression is only natural considering that a respondent who was undertaking a fourth year of doctoral studies in 1968-69 had had a minimum of nine years to complete the program between the time at which that person first registered (1965 or before) and the time of the survey.

In light of the large differences in the PhD completion rates between each year in course, the following two sections (type of doctoral program and country of university to award the degree) will focus on the year-in-course information. The distribution by year in course, it is hoped, will provide a unique element to the understanding of the respondents' progress through the years of doctoral studies.

*2. PhD completion rate by type of doctoral program (Appendix A, Table 1)*

Summary Table 1 (page 6) shows only a marginal difference in the completion rates of respondents registered in the two types of doctoral program: 61.8% for those enrolled in a doctoral program made up of course work and thesis, and 62.8% for those in a program whose only requirement was a thesis. The

distribution by year in course that follows indicates substantial differences between the two groups despite their close overall completion rates.

TABLE 2

PhD Completion Rate by Type of Doctoral Program and Year in Course

Type of doctoral program and year in course	Total N	With degree completed	Completion rate (%)
<u>Course work and thesis</u>			
Year 1	230	99	43.0
Year 2	224	140	62.5
Year 3	195	137	70.3
Year 4	149	117	78.5
<u>Total</u>	<u>798</u>	<u>493</u>	<u>61.8</u>
<u>Thesis only</u>			
Year 1	90	45	50.0
Year 2	75	52	69.3
Year 3	36	22	61.1
Year 4	33	28	84.8
<u>Total</u>	<u>234</u>	<u>147</u>	<u>62.8</u>

Respondents in the thesis only group show higher completion rates from year 1 to year 4 except for year 3. Not only is the rate for year 3 below that of the course work and thesis group, but it also represents a drop in the otherwise increasing sequence of rates. Respondents in the course work and thesis group show rates that increase with each year in course and which closely parallel those evidenced earlier in Table 1 for all respondents. It should be noted that the year in course distribution for the thesis only group is heavily concentrated in the first two years in course, where we find 70.5% of them. This compares with 56.9% for the course work and thesis group.

In a later section of this report it will be shown that respondents in the thesis only group who were in year 1 in 1968-69 took 3.3 years on average between first registering in a doctoral program and the granting of the degree, compared with 3.8 years for their counterparts in the course and thesis group.

3. *PhD completion rate by country of university to award the degree (Appendix A, Table 2)*

Summary Table 1 showed wide differences in the PhD completion rates according to the country of the university to award the degree. Respondents from Canadian universities showed the lowest rate of PhD completion - only 54.0% had been granted the degree by January 1974, whereas the figure was 67.7% for non-Canadian universities. Replies from those who were registered at United States universities indicated a degree completion rate of 73.2%, the highest rate among all the countries in the distribution. Doctoral fellows registered in French universities are next with a PhD completion rate of 66.3% followed by United Kingdom fellows with 60.6%.

The high rate evidenced for the United States and the low rate for Canada produces an unusual result: Canada, starting with a much larger number of candidates than the U.S. (428 and 295 respondents, respectively), ends up with only 15 more graduates than the U.S. (231 and 216 graduates, respectively).

The distribution by year in course that follows (Table 3) will allow more detailed comparison of the PhD completion rates for the various country groups. Data for the U.K., France and other countries have been combined to provide significant numbers.

The distributions for Canada and the U.S. show the same pattern of increasing PhD completion rates for each successive year in course as that evidenced for the all respondents' distribution. The distribution of rates for the "Other" group denotes the same drop in year 3 as seen previously for the thesis only group. Of course, the thesis only group and the Other group represent closely the same segment of the respondents' population. Distributed in this fashion, no one country or group achieves the mark of having either all of the highest or all of the lowest rates. Generally, however, the U.S. shows most of the highest and Canada most of the lowest with the Other group occupying an intermediate position. The extremes in PhD completion rates belong to Canada - with a much lower rate in year 1 than that for either of the two other groups (a difference of 24.6 percentage points with the next lowest) - and to the Other group, which has a rate in year 4 slightly above that of the U.S. As mentioned previously, for the thesis only group, the Other countries group

denotes a high concentration of respondents in the first two years in course, where 74.1% of their numbers are found, compared with 58.4% for Canada and 47.4% for the United States.

TABLE 3  
PhD Completion Rate by Country of University to Award the Degree  
and Year in Course

Country and year in course	Total N	With degree completed	Completion rate (%)
<u>Canada</u>			
Year 1	121	35	28.9
Year 2	129	75	58.1
Year 3	102	66	64.7
Year 4	76	55	72.4
<u>Total</u>	<u>428</u>	<u>231</u>	<u>54.0</u>
<u>United States</u>			
Year 1	70	40	57.1
Year 2	70	50	71.4
Year 3	83	65	78.3
Year 4	72	61	84.7
<u>Total</u>	<u>295</u>	<u>216</u>	<u>73.2</u>
<u>Other</u>			
Year 1	129	69	53.5
Year 2	100	67	67.0
Year 3	46	28	60.9
Year 4	34	29	85.3
<u>Total</u>	<u>309</u>	<u>193</u>	<u>62.5</u>

Later in this report it will be seen that the time elapsed between enrolment and the granting of the degree is identical for respondents from Canadian and U.S. universities.

#### 4. PhD completion rate by discipline (Appendix A, Table 3)

Respondents in the humanities, on average, have been more successful in completing their PhD's than their counterparts in the social sciences. The latter group shows a completion rate of 59.9% compared with 64.7% for respondents in the humanities. The variations are more evident at the single discipline level as the following statistics show.

TABLE 4  
PhD Completion Rate by Selected Single Discipline\*

Discipline	Total N	With degree completed	Completion rate (%)
<u>Social sciences</u>			
Administrative studies	28	18	64.3
Anthropology	32	15	46.9
Economics	101	73	73.3
Geography	29	20	69.0
History	148	87	58.8
Political science	84	43	51.2
Psychology	29	21	72.4
Sociology	59	31	52.5
Other social sciences	66	37	56.1
<u>Total social sciences</u>	<u>576</u>	<u>345</u>	<u>59.9</u>
<u>Humanities</u>			
English	136	92	67.6
French	79	53	67.1
Other language and literature	98	61	62.2
Philosophy	73	45	61.6
Other humanities	70	44	62.9
<u>Total humanities</u>	<u>456</u>	<u>295</u>	<u>64.7</u>

\* Selected on the basis of 25 or more respondents.

The selected single disciplines in the social sciences show larger movements about the average than those in the humanities. Consider, for example, the gap between anthropology and economics where PhD completion rates of 46.9% and 73.3% are reported. (Respondents in the combined group of anthropology and archaeology reported the longest average time elapsed between enrolment and the granting of the PhD, a situation undoubtedly caused by fieldwork; this may also explain their lower completion rate.) The three larger disciplines - economics, history and English - if combined, would present a PhD completion rate of 65.5%. One of these, economics, has the distinction of having the highest rate among the selection.

5. PhD completion rate by sex and age at January 1969 (Appendix A, Table 4)

Summary Table 1 showed that men reported a higher rate of PhD completion (63.6%) than women (54.6%). As well, it showed that the rate of completion increased with age. The youngest age group (20 to 24), experienced the lowest rate at 58.6%, followed by the group aged 25 to 29 (the more numerous group) with a rate of 60.4%, slightly lower than the overall figure. The highest age groups, representing 34.0% of the distribution, showed rates of 64.2% and 68.3%, both above the overall figure of 62.0%.

Table 5 provides the rates of completion for each age group by sex. It shows that the overall lower rate for women results from the very low rates attributable to the three youngest age groups. The older female age group, aged 35 and over, shows a marked increase in their success over the younger groups with a record completion rate of 76.1%. Among men, however, the completion rate increases with age for the first three age groups and then decreases slightly for those aged 35 and over.

TABLE 5  
PhD Completion Rate by Sex and Age at January 1969

Sex and age	Total N	With degree completed	Completion rate (%)
<u>Female</u>			
20-24	25	11	44.0
25-29	81	40	49.4
30-34	33	15	45.5
35+	46	35	76.1
<u>Total</u>	<u>185</u>	<u>101</u>	<u>54.6</u>
<u>Male</u>			
20-24	144	88	61.1
25-29	431	269	62.4
30-34	157	107	68.2
35+	115	75	65.2
<u>Total</u>	<u>847</u>	<u>539</u>	<u>63.6</u>

6. *PhD completion rate by marital status and number of children at January 1969 (Appendix A, Table 5)*

Respondents who were married at January 1969 reported a much higher completion rate than those who were single: married respondents claim to have completed their doctoral studies in a proportion of 65.3% compared with 55.9% for single respondents. Whether a respondent had dependents or not made a difference in the rate of completion but not as large a difference as did marital status. The group reporting no children showed a completion rate of 60.3% compared with 65.3% for those with dependents.

Considering the married respondents group only, the statistics in Table 6 show that the two sub-sets of those with or without dependents exhibited similar rates of PhD completion. But the rates among those who had children varied substantially according to the number of children reported: a completion rate of 61.2% for respondents with one dependent, a much higher rate of 75.9% for those with two dependents, and 56.1% for those with three or more children.

TABLE 6  
PhD Completion Rate for Married Respondents  
by Number of Children (Status at January 1969)

(Married respondents) Number of dependents	Total N	With degree completed	Completion rate (%)
<u>Without children</u>	332	218	65.7
<u>With children</u>			
1 child	139	85	61.2
2 children	116	88	75.9
3 children and over	82	46	56.1
<u>Total with children</u>	<u>337</u>	<u>219</u>	<u>65.0</u>
<u>Total married</u>	669	437	65.3

7. *PhD completion rate by citizenship at January 1969 and language (Appendix A, Table 6)*

Close to 85% of all respondents were Canadian citizens at January 1969. It is clear that with a completion rate of 60.3%, Canadians brought their studies to a close in a smaller proportion than those respondents who were landed

immigrants. The latter group reported a completion rate of 71.8%. As to language (that used to answer the questionnaire), we found that anglophone respondents reported better rates than francophones; their respective completion rates were 63.5% and 56.4%.

Cross-classifying language with citizenship, it would appear that among the anglophone group, the landed immigrants did better with a completion rate of 73.7% than the Canadians who reported success in a proportion of 61.4%. The numbers are too small within the francophone group to permit a similar comparison.

#### B. Intention of respondents toward completion of their doctoral studies

At the time of the survey, the 392 respondents (38.0%) who had not completed the requirements for the doctorate were asked about their future plans. Judging by their replies, a substantial majority intended to go on toward completion of the PhD, with 335 (85.5%) aiming to work toward that goal while the other 57 did not. Naturally we are dealing only with intentions expressed in a survey document; these may well be an overstatement of true intentions.

##### *1. Intention according to discipline (Appendix A, Table 7)*

Whether they were in the social sciences or the humanities, respondents who had not yet obtained their PhD signified their intention to complete it at an overall rate of 85.5% with little difference between the humanities and the social sciences. The findings for selected single disciplines, however, do show some marked differences, as can be seen from Table 7.

The larger selected disciplines show intention rates above the overall figure except for sociology and French. The smaller disciplines, combined under Other social sciences and Other humanities, thus show lower than average intention rates. Political science and philosophy respondents expressed the highest intention rates among their discipline division. If the PhD completion rates for the disciplines shown are singled out, it will be noticed that the two disciplines with the highest expressed intention rates showed the lowest completion among their discipline division.

TABLE 7  
Intention to Complete by Selected Single Discipline\*

Discipline	Total N (with degree incomplete)	Intend to complete	Intention rate (%)
<u>Social sciences</u>			
Economics	28	24	85.7
History	61	54	88.5
Political science	41	37	90.2
Sociology	28	22	78.6
Other social sciences	73	60	82.2
<u>Total social sciences</u>	<u>231</u>	<u>197</u>	<u>85.3</u>
<u>Humanities</u>			
English	44	38	86.4
French	26	20	76.9
Other lang. & lit.	37	32	86.5
Philosophy	28	26	92.9
Other humanities	26	22	84.6
<u>Total humanities</u>	<u>161</u>	<u>138</u>	<u>85.7</u>
<u>Total with degree incomplete</u>	<u>392</u>	<u>335</u>	<u>85.5</u>

\* Selected on the basis of 25 or more respondents.

An admittedly optimistic measure of the output of the doctoral fellowship program is obtained by adding the number of respondents intending to complete their studies to those who have already completed theirs. This has been done in Table 8, from which it can be seen that if the intentions of respondents are carried out, nearly 95% will receive the doctoral degree at some time in the future. The same data point out a negligible difference between divisions; among the same selected single disciplines, respondents in philosophy ranked first with an eventual completion rate of 97.3% whereas the returns from respondents in sociology indicate the lowest rate of 89.8%.

TABLE 8

Total PhD Degrees Granted or Intended by Selected Single Discipline\*

Discipline	Total N	Actual completions	Intended completions	Actual and intended	Eventual completion rate (%)
<u>Social sciences</u>					
Economics	101	73	24	97	96.0
History	148	87	54	141	95.3
Political science	84	43	37	80	95.2
Sociology	59	31	22	53	89.8
Other social sciences	184	111	60	171	92.9
<u>Total social sciences</u>	<u>576</u>	<u>345</u>	<u>197</u>	<u>542</u>	<u>94.1</u>
<u>Humanities</u>					
English	136	92	38	130	95.6
French	79	53	20	73	92.4
Other lang. & lit.	98	61	32	93	94.9
Philosophy	73	45	26	71	97.3
Other humanities	70	44	22	66	94.3
<u>Total humanities</u>	<u>456</u>	<u>295</u>	<u>138</u>	<u>433</u>	<u>95.0</u>
<u>Total</u>	<u>1,032</u>	<u>640</u>	<u>335</u>	<u>975</u>	<u>94.5</u>

\* Selected on the basis of 25 or more respondents

2. *Intention according to country of university to award the degree*  
*(Appendix A, Table 8)*

We have seen that, on average, 85.5% of respondents intend to complete their doctoral studies. This compares with a rate of 88.8% for those who reported a Canadian university to award the degree, and with 82.1% at universities abroad, indicating that doctoral fellows taking their degree outside Canada, and who had not obtained their doctorate at the time of the survey, were less inclined to pursue their program to completion than those who studied in Canada. A mitigating feature, however, is the higher completion rate reported by those who studied outside Canada. This becomes apparent in Table 9, where an eventual completion rate is arrived at by adding the actual and the intended completions.

TABLE 9  
Total PhD Degrees Granted or Intended by  
Country of University to Award the Degree

Country of university to award the degree	Total N	Actual completions	Intended completions	Actual and intended	Eventual completion rate (%)
<u>Canada</u>	428	231	175	406	94.9
<u>Abroad</u>					
United States	295	216	65	281	95.3
United Kingdom	165	100	53	153	92.7
France	104	69	31	100	96.2
Other	40	24	11	35	87.5
<u>Total abroad</u>	<u>604</u>	<u>409</u>	<u>160</u>	<u>569</u>	<u>94.2</u>
<u>Total</u>	<u>1,032</u>	<u>640</u>	<u>335</u>	<u>975</u>	<u>94.5</u>

Only small differences are evidenced between the eventual completion rate of each country, from which we may conclude that, if the intentions of respondents are realized, the choice of country in which to pursue doctoral studies has little bearing on a successful outcome.

#### C. Delays, interruptions or abandonment of doctoral studies

The respondents who had not completed their program at the time the survey took place and who had indicated their active intention to proceed with the PhD, were asked if a delay or interruption had occurred during their doctoral studies. Of the 335 respondents who reported an active intention to proceed towards the degree, slightly more than 90% had experienced a delay or an interruption in their program.

In addition to those who had completed their doctoral studies or intended to do so, another group of 57 respondents indicated they had abandoned their pursuit.

##### *1. Reasons for delays or interruptions in the doctoral program (Appendix A, Tables 9 and 10)*

Those who reported a delay were given a multiple choice of answers in the questionnaire to describe the cause of the delay or interruption. A large

majority, 62.4%, claimed that an employment commitment (returning to a job or appointment held previously or starting on a new job or appointment) was the reason for the delay or interruption. The other specific reasons given in the questionnaire accounted for rather small proportions of the replies. About one quarter of the respondents reported some other reason than specified in the questionnaire or gave more than one reason.

The distribution of the 303 respondents who reported a delay, compared with that for all respondents, does not show appreciable differences in personal characteristics. This is also the case for the educational characteristics "type of doctoral program" and "discipline division". However they do differ from each other in the other two educational variables "year in course" and "country of university to award the degree".

The distribution by year in course shows a much higher percentage of respondents in the first year in course for those who were delayed in their program than is the case for all respondents: 44.6% were in their first year in course in 1968-69 among delayed respondents compared with only 31.0% for all respondents. Consequently, we find fewer delayed respondents in the third and fourth year in course. The high proportion of respondents who were in their first year in course, and who reported a delay, may account in part for the lower PhD completion rate of 45% associated with that group. The distribution by country of university to award the degree (reduced to a breakdown between Canada and abroad) shows a similar pattern: respondents who studied in Canada and reported a delay accounted for 53.5%, whereas the distribution for all respondents showed 41.5% studying in Canada. This imbalance may have contributed in part to the lower PhD completion rate among those who studied in Canada. The latter are geographically closer to employment opportunities than doctoral fellows abroad, and in all likelihood are more easily tempted to seek job security before completion of all the doctoral requirements.

## *2. Reasons for abandonment of studies (Appendix A, Tables 11 and 12)*

From a multiple choice of reasons offered on the questionnaire, the 57 respondents who indicated an intention to abandon their program of doctoral studies had an opportunity to say why they chose this particular course of

action. Heading the list of specific reasons, 16 respondents, or 28.1%, reported dissatisfaction with their program of doctoral studies. This is followed by another group of 14 respondents, or 24.6%, who gave "personal reasons" for their decision to leave their program. An "attractive employment opportunity" and "poor prospects of suitable employment" are the two last specific reasons quoted by 6 and 3 respondents respectively, or 10.5% and 5.3%. The other 18 respondents, or 31.6%, reported "other" reasons or a combination of reasons. Financial difficulties and health reasons, two answers provided in the multiple choice, were not reported by any one of the 57 respondents.

In the previous survey conducted in 1965, results indicated that 4.9% of respondents had abandoned their studies, a slightly lower percentage than evidenced in this survey. The reasons given for discontinuing studies appeared then in the reverse order of those found in the present survey. At the time of the 1965 survey, the employment factor was the reason most frequently reported, followed by those respondents who had interrupted their studies for lack of funds and by those reporting ill health. Whereas the current survey ranked those who were dissatisfied with their program of doctoral studies at the top of the list, the 1965 survey placed that reason, among various others, at the bottom of the list.

The distribution of these 57 respondents by educational and personal characteristics, compared with that for all respondents, shows that dropouts have, on average, the same characteristics as all respondents. The only exception in this comparison applies to the "year in course" distribution where dropouts who were in their first year of doctoral studies in 1968-69 account for 42.1% of all dropouts. Those who were in their first year of studies among all respondents accounted for only 31.0%; that is, dropouts tend to abandon their studies early.

#### D. Time elapsed between the different stages of doctoral studies

This section covers the number of years taken by respondents to complete a particular stage of their doctoral studies. It is important to note that the lapse of time is not necessarily equal to the number of years of full-time work in a program of doctoral studies, since some doctoral fellows have interrupted their studies at one time or other.

*1. Time elapsed according to type of doctoral program*

The average time required for completion of course requirements - in programs including course work and thesis - has been reported to be 2.3 years, a length of time closely associated with the North American concept of graduate studies for that stage. This figure is the average computed from the replies of fellows who had gone no further than the A.B.D. (All But Dissertation) stage and from those who had received the PhD. The averages for each of these two groups were 2.4 and 2.2 years, respectively. The next stage is that from A.B.D. to the completion of the PhD - essentially the time required to research, write and defend a doctoral thesis. The respondents' replies show they took 2.8 years, on average, to complete that part of their program, slightly more time than for the first stage. In the course and thesis type of doctoral program the total time elapsed between enrolment and the granting of the degree amounts to 4.8 years.<sup>1</sup>

For respondents enrolled in a program with thesis only, the pertinent time elapsed applies only to the period between enrolment and the granting of the PhD as there are no specific stages between these two points. Their replies indicate that this group spent an average of 4.2 years obtaining the doctoral degree, about seven months less than those who completed a program of course work and thesis. Summing up, the average length of time spent by Canada Council fellows between doctoral enrolment and the granting of the PhD was 4.7 years.

*2. Time elapsed according to country of university to award the degree  
(Appendix A, Table 13)*

Almost all respondents who studied in Canada and the United States were enrolled in a doctoral program consisting of both course work and a thesis. A program with thesis only was reported most often by respondents from the United Kingdom. Respondents from France and other countries reported both types of programs.

---

<sup>1</sup>. Based on reports by those respondents who had completed their doctorate by January 1974. If the survey had been taken at a later date (thus allowing time for more 1968-69 fellows to have completed their degree) the figure would doubtless have been somewhat higher.

The results suggest that respondents who were studying either in Canada or the United States spent an average of five years from enrolment to the granting of the PhD. Respondents from the United Kingdom reported 4.1 years, or almost one year less than North American students, while those who studied in France revealed a span of 3.6 years, or close to one-and-a-half years less than students in Canada and the United States.

Doctoral fellows in Canadian or U.S. universities would appear to take relatively the same length of time to complete the two stages of the program consisting of course work and a thesis. Those from French universities took less time. Respondents who completed their doctoral program in Canada, the United States or France reported 2.1, 2.4 and 1.9 years, respectively, from enrolment to the A.B.D. stage. Respondents for these three countries who had not completed their doctoral studies reported slightly more time for the same stage, 2.3, 3.0 and 2.0 years, respectively. In the next stage, consisting of the time from A.B.D. to the granting of the degree, respondents in Canadian or U.S. universities again reported similar time spans (2.9 and 3.0 years) and longer than that spent on the first stage. On the other hand, respondents from French universities reported having spent 1.9 years for the last stage, a length of time similar to that reported for the first stage of doctoral studies.

### *3. Time elapsed according to discipline (Appendix A, Table 14)*

Negligible differences in time elapsed were found between the discipline divisions in either of the two types of doctoral programs. Among selected disciplines, only English, political science and history present noteworthy features. Political science and history required the longest period of time (5.4 years). Respondents who studied English in a doctoral program consisting of a thesis only reported the shortest time elapsed from doctoral enrolment to the PhD (4 years). Their counterparts in a doctoral program consisting of both course work and a thesis reported taking one year longer for the same stage (5 years).

In doctoral programs in which course work and a thesis were required, negligible differences were found between the selected disciplines in time elapsed between doctoral enrolment and the A.B.D. stage. In the remaining stage, from A.B.D. to PhD, all the selected disciplines showed time elapsed fairly close to the average of 2.8 years, except for historians who reported 4.7.

#### *4. Time elapsed according to personal characteristics (Appendix A, Table 15)*

Data on time elapsed for the two types of doctoral programs and for the stages of the program consisting of course work and a thesis are provided for the following personal variables: sex, age (at January 1969), marital status (at January 1969), citizenship (at January 1969) and language. Few tangible differences can be observed in time elapsed from the analysis of Table 15, Appendix A. At most, it may be noted that the largest differences in total length of time, as found in the distribution of respondents by age group, were evident for those who registered in doctoral programs in which the thesis was the only requirement. Compared with the average of 4.2 years, respondents who were in the 30 to 34 age group reported taking 3.5 years, whereas those aged 35 and over took 4.9 years from doctoral enrolment to the granting of the degree.

#### E. The employment situation

The first part of the questionnaire dealt with the educational experiences of doctoral fellows who had received an award for the 1968-69 academic year. Following are the results of the second part of the questionnaire, which sought to discover the employment and related experiences of the 1,032 respondents.

##### *1. The situation at the beginning of 1974*

By the end of January 1974, 89.1% of the respondents indicated they were employed full time and another 2.8% were employed part time for a total of 91.9% employed. A group of 3.9% were studying full time and 1.1% were post-doctoral fellows. The remaining 3.2% is made up of persons unemployed or in an unspecified status.

##### *2. The influence of stage of doctoral studies on employment status (Appendix A, Table 16)*

As might have been expected, nearly all the respondents who had obtained their doctoral degree were then employed. Although close to 94% of them reported they were employed full time, this proportion goes up to 95.6% if we include the 11 persons who were then holding a post-doctoral appointment. Those who were employed part time made up 2.4% of the group, and another 2% were unemployed or in an unspecified status.

The pattern for the group of A.B.D.'s is somewhat different in that proportionally fewer were employed full time (81%). This is due in large part to the fact that

close to 10% were studying full time. The proportion of that group employed part time (4.2%) is larger than that among PhD holders, as is also the case for those in the "unemployed" and unspecified categories with a combined proportion of 4.9%.

The labour market involvement of respondents who were enrolled in a doctoral program with no course requirements and who had not yet received the degree is also different from that of the two preceding groups. Proportionally fewer were employed full time or part time (79.3% and 1.1%, respectively), but more were studying full time (13.8%) and were unemployed or in an unspecified status (5.7%).

Among the 21 respondents who had not completed the course requirements, 19 reported being employed full time during the survey while one was employed part time and another was unemployed and seeking employment. Not one indicated full-time student status.

### *3. Country of employment (Appendix A, Table 17)*

This section of the report concentrates on those who were employed full or part time.<sup>2</sup> (These will be referred to as the "employed" category for the remaining discussion on employment.) Of the 948 respondents who were then employed, 833 (87.9%) were in Canada, 72 (7.6%) in the United States and 43 in other countries.

#### *a) Employment by country of university to award the degree (Appendix A, Table 17)*

Whether a respondent studied in Canada or elsewhere does not appear to have made a significant impact on participation in the labour market. The employment rates according to the countries in which respondents studied are all close to the average of 91.9%.

#### *b) Repatriation and retention*

The repatriation figures that follow are based on the 948 employed respondents, thus excluding the full-time students, the post-doctoral fellows and the unemployed. The three last groups, numbering 84 respondents, have been

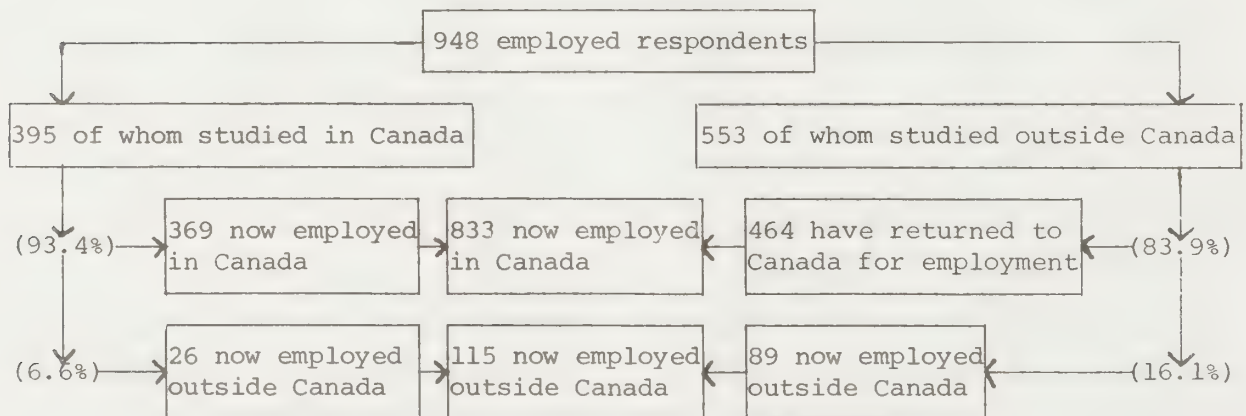
---

<sup>2</sup>. Post-doctoral fellows and full-time students are excluded from those employed full time or part time.

excluded to arrive at a measure of repatriation based on persons who were employed and for whom the probability of having established a permanent residence in the country of employment was greater.

Canadian employers were able to retain the services of 93.4% of award holders who studied in Canada; the remaining 6.6% left Canada to take up employment outside the country, mostly in the United States. Of the 553 respondents who studied in countries other than Canada, 83.9% have returned to employment in Canada and 16.1% have remained in their country of studies or have moved to another foreign country. In absolute numbers, the 369 respondents who stayed in Canada, added to the 464 who have returned to Canada from other countries, produce a total of 833 fellows employed in Canada. From the total of 948 employed respondents, these 833 represent a combined retention and repatriation rate of 87.9%. Thus the "loss" to Canada at the time of the survey was 12.1%, or 115 persons. The accompanying chart describes these movements. In a survey conducted in 1965 which covered the first seven years of operation of the Canada Council in the area of doctoral fellowships, it was found that the combined repatriation and retention rate at that time was 86.9%, or 391 persons, employed in Canada from a total of 450 then employed.<sup>3</sup>

Changes from Country of University to Award the Degree  
to Country of Employment



<sup>3</sup>. The results of the 1965 survey have been published in the 1966-67 Annual Report of the Canada Council.

The repatriation rate varies considerably from country to country. The average repatriation rate for all award holders who studied outside Canada was 83.9%, as we have seen. The percentage of respondents returning to Canada from studies in the United States is the lowest at 77.7% (212 respondents from 273). Most non-returning respondents who studied at U.S. universities remained there to work (53 out of 61), and eight others left the U.S. to take up employment overseas.

The repatriation rate from the United Kingdom is substantially higher than that from the United States: 126 respondents from a total of 147 (85.7%) returned to Canada. Of the 14.3% who did not return to Canada, a large majority did not choose to remain in the U.K. Instead, they were found in equal numbers in the U.K. and in "other" (unspecified) countries, with a few going to the U.S. or to France.

The highest repatriation rates are those for France and "other" countries, with 94.7% of doctoral fellows choosing to return to Canada for employment.

#### c) Reasons for employment outside Canada (Appendix A, Table 18)

Of the 115 respondents employed outside Canada, 17 gave no response to the question on the reason for working abroad. Of the remaining 98 respondents, 49 replied that a "lack of suitable employment in Canada" was the principal reason for not returning. Most of these 49 persons (33) replied from an address in the United States. An "attractive employment opportunity" or "stipend offered" were the principal reasons given by 15 respondents. Sixteen others mentioned a mixture of academic or related reasons which had to do with the quality of the institution itself, or its scholars, facilities, equipment or library. Finally, 18 respondents gave "personal" or "other" reasons for their decision not to return home.

#### d) Citizenship of persons employed outside Canada (Appendix A, Table 19)

Of the 115 respondents employed outside Canada, 95 (82.6%) were Canadian citizens and five (4.3%) were landed immigrants in January 1974. The 15 remaining persons replied that, at the time, they held neither Canadian citizenship nor Canadian landed immigrant status. (In all, a total of 16 indicated a citizenship other than Canadian or landed immigrant.) The

citizenship distribution of these 115 respondents by country of employment shows that 62.6% of those who held Canadian citizenship were working in the United States and that 20% were in "other" unspecified countries.

e) Country of employment by discipline division (Appendix A, Table 20)

Of the 948 employed respondents, 56.3% were social scientists and 43.7% humanists, a distribution very close to that for all of the 1,032 respondents. However, we find a higher proportion of social sciences respondents employed in Canada (90.4%) than humanists (84.5%). Thus, 15.5% of respondents in the humanities found employment abroad, mostly in the United States, whereas 9.6% of the social scientists were employed abroad.

4. *Sector of employment (Appendix A, Table 21)*

Close to 87% or 824 of the 948 respondents who were employed at the time of the survey indicated they were engaged in the education sector; 733 of these reported employment in the university teaching sector alone. The latter accounts for 81.5% of all sectors of employment. Another 51 persons (5.4%) were engaged in teaching at other educational levels. The government sector (federal, provincial and local) employed another 7.6% and the remaining 5.5% were in other sectors.

It may be noted that most of the 11 respondents who were holding a post-doctoral appointment could be expected to join the ranks of the university teaching staff at some time in the future, and that some proportion of the 40 persons who reported that they were still studying full time would also find employment in university teaching.

a) Sector and country of employment (Appendix A, Table 21)

Respondents who were employed in the United States reported the highest percentage of university employment (88.9%), compared with 82.1% for respondents employed in Canada and a much lower 58.1% in all other countries (United Kingdom, France and other). On the other hand, respondents who were employed in the latter group of countries reported the highest participation in the government and private sectors of employment, 14% and 23.2%, respectively. Of those who were employed in Canada, 7.9% and 4.2% were engaged in the

government and private sectors, whereas persons who were employed in the U.S. reported a participation of 9.7% in the private sector but no employment in government.

Of those employed in university teaching 88.5% were in Canada; of those employed in the government sector 91.7% were in Canada; in other sectors 67.3% were in Canada.

b) Sector and discipline (Appendix A, Table 22)

Respondents in the humanities were more inclined than their counterparts in the social sciences to choose education as their sector of employment. We find that 92.8% of humanists were employed in that sector compared with 82.4% for the social scientists. This gap narrows somewhat if compared with the distribution at the university level, where 85.3% of the humanists were employed compared with 78.7% for the social scientists. This is due to the larger number of humanists teaching at other than university levels. Consequently, respondents in the humanities showed little participation in sectors other than education; on the other hand, 11.2% of respondents in the social sciences indicated employment in the government sector alone.

The previously selected single disciplines show wide variations in the distribution of employment by sector. The discussion in this context will be limited to the percentage distribution at the university teaching level and to the government sector. In university teaching, sociologists who were employed showed the largest proportion engaged in that activity (87.5%) while respondents in English and history came close with 86.8% and 86.5%. The lowest participation in university teaching was reported by economists (68.4%) and political scientists were the second lowest (73.7%). The government sector was able to attract the largest proportion among economists; 21.1% of employed respondents in economics indicated such a choice. Political scientists and historians showed the next two highest proportions but much lower than that for economists; 10.5% and 9% of political scientists and historians respectively indicated employment with a level of government. The lowest contribution to that sector, 1.5%, came from respondents in philosophy.

The results indicate no apparent relationship between the rate of PhD completions in any one selected discipline and the participation of its

respondents in university teaching. The most striking instances appear for sociologists and economists. The latter have shown the highest PhD completion rate among the seven selected disciplines but the lowest participation in university teaching. On the other hand, sociologists reported the second lowest PhD completion rate but the highest participation in university teaching. The results at the discipline division level would have suggested that the higher the PhD completion rate the higher would be the participation in university teaching.

#### 5. *Annual income<sup>4</sup> of university teachers employed full time in Canada*

The analysis of annual income will cover only those respondents who were employed full time. At the time of the survey, 919 were employed full time, of whom 110 were working abroad and 809 in Canada. Of the 809 employed full time in Canada, 678 were teaching in university, 30 others were teaching in non-university institutions and the remaining 101 were engaged in activities of the government or private sectors. The following review of annual income will be restricted to the 678 respondents who were employed full time as university teachers in Canada.

##### a) Annual income by stage of doctoral studies (Appendix A, Table 23)

The average annual income reported in January 1974 by the 678 university teachers employed full time in Canada was \$14,796. (This compares with an average of \$16,154 for the 131 persons employed full time in Canada in other occupations.) It made little difference on the average income whether one had been enrolled in either of the two types of doctoral programs (\$14,856 for those in a course work and thesis program and \$14,598 for those in a thesis only program). Whether one had obtained the PhD or not was, however, a more important feature; within the course work and thesis program, those with a PhD showed an average income of \$15,342 and those who were at the A.B.D. stage showed an average income of \$13,728, a difference of \$1,614. The difference was also of a similar order between those respondents with and without a PhD within the program consisting of a thesis only; their reported average incomes

---

<sup>4</sup>. Defined as the income for the specific occupation reported by respondents. A few respondents pointed out other sources of income such as that arising from contract work or from administrative functions.

were \$14,976 and \$13,643 respectively, a difference of \$1,333. The combined average annual income of respondents who had received the PhD was \$15,254 and that for those without the PhD was \$13,748, a difference of \$1,506. In the light of these results, the following review of annual income for university teachers employed full time in Canada will make a distribution between respondents who had or had not received the PhD.

b) Annual income by country of university to award the degree  
(Appendix A, Table 24)

University teachers employed full time in Canada who had received their PhD abroad showed an average annual income of \$15,354, slightly higher than the \$15,088 reported by those who had studied in Canada. The higher income for respondents who studied abroad was due in large part to the income reported by those who studied in United States universities; at \$15,835, it is the highest in the country distribution.

As for university teachers without a PhD, for whom the annual average incomes are generally lower, the \$13,237 reported by former students in Canadian universities is \$1,093 short of the \$14,330 reported by those who went to foreign universities. As previously, the higher average for abroad is largely due to the unusually high income (\$15,562) of respondents from U.S. universities. This income is in fact higher than any other one in the two groups (with PhD, without PhD) except for that reported by PhD holders from U.S. universities.

In short, the income differentials between teachers with PhD and teachers without PhD according to the country of the university to award the degree are (in increasing order): United States \$273, United Kingdom \$995, other unspecified \$1,544, France \$1,640, and Canada \$1,851.

c) Annual income by discipline (Appendix A, Table 25)

University teachers in the social sciences who had been granted the PhD reported an annual income of \$15,842, which is \$1,280 more than the \$14,562 shown by teachers with a PhD in the humanities. This income differential grows larger between the two discipline divisions for those university teachers who had not completed their doctoral programs and were working full time; this difference was \$1,633 on incomes of \$14,376 and \$12,743 for respondents in the social sciences and humanities respectively.

Among the selected single disciplines, university teachers in economics were by far the highest income earners. The fact of having or not having a PhD made a substantial difference in the incomes of the economists, \$16,993 and \$16,000 respectively, but the latter income reported by economists who were without a PhD is still above any other income reported in our discipline selection. Within this selection, among university teachers reporting a PhD, the lowest average annual income was that of respondents in philosophy with \$14,134. Among those without a PhD, respondents in English showed the lowest income with \$12,400.

In summary, the income differentials between teachers with a PhD and teachers without a PhD for a group of selected disciplines are (in increasing order): philosophy \$893, political science \$948, economics \$993, French \$1,243, English \$1,863, history \$2,228, and sociology \$2,262.

d) Annual income by academic rank (Appendix A, Table 26)

University teachers with a PhD who were holding the ranks of assistant, "other", or unspecified reported higher average incomes (\$14,575, \$14,931 and \$14,975 respectively) than their counterparts without a PhD (\$13,842, \$14,540 and \$14,011 respectively). Full professors, associates and lecturers with a PhD, reporting incomes of \$20,200, \$17,501 and \$11,960 respectively, were earning less than their colleagues of similar ranks who did not have the PhD. The incomes for the latter were \$23,000, \$18,189 and \$12,083 respectively. The information in table 26 also shows the larger proportion of university teachers with PhD's in the higher academic ranks than teachers without PhD's. Excluding those who reported "other or rank not specified", 25.3% were holding the ranks of full professor and that of associate in the group with PhD's, compared with 11.2% in the other group; 72.4% and 2.3% were assistant professors and lecturers respectively among those with a PhD, compared with 46.9% and 41.9% respectively in the group of teachers without PhD's. In the light of the larger percentage of those with PhD's in the higher income ranks, it is not surprising that overall, PhD holders should have reported an income which on average is greater than that for teachers who did not hold a PhD.

e) Annual income by age (at January 1969) and sex (Appendix A, Table 27)

The percentage distribution of university teachers by age shows that those with PhD's were slightly older than the group without a PhD. The increase in income for each age interval is uneven among holders of PhD's; a smaller increase of \$638 between the two first age intervals (from 20-24 to 25-29) is followed by a larger one of \$1,147 for the 30-34 bracket and levels off rapidly to an increase of \$100 for the last interval (35 and over). The rise in income among teachers without a PhD is gradual; from \$727 between the two first intervals to \$1,054 for the next age group and to \$1,778 for the last one. Despite these different patterns of increase within each group of university teachers, the income differentials between the two groups at each age interval show great similarities except for one. The income differentials for each age interval between those who were holders of a PhD and those who were not are \$1,717, \$1,628 and \$1,721 in favour of PhD's (for the first three age intervals) but diminishes to a low of \$43 to the advantage of PhD's for respondents aged 35 and over. It would appear that the advantage in income evidenced for PhD holders aged 20 to 34 (age at January 1969) was largely overcome by reasons of age and years of experience for the group aged 35 and over.

The percentage distribution of university teachers by sex shows that slightly fewer females were among holders of a PhD than among the group that had not received the PhD. The difference in income reported by male and female holders of a PhD, at \$1,335, is a little less than that of \$1,538 for those without a PhD. Among women university teachers the \$14,092 reported by PhD's is \$1,647 over the \$12,445 for non PhD's. This income differential is slightly less among men university teachers, where the \$15,427 of PhD holders is \$1,444 over the \$13,983 claimed by non PhD's.

#### *6. Relationship between doctoral studies and occupation*

Respondents who were employed had been asked to give their opinion on whether the occupation they held was either fully related, partially related or unrelated to their doctoral studies. The data have been tabulated to show two types of occupation, university teachers and other, and for the purposes of this review, only the replies from respondents employed full time in Canada have been retained. Thus the following is based on 678 university teachers and 131 persons in other occupations.

a) By type of occupation (Appendix A, Table 28)

The survey results show that 77.4% of respondents were satisfied that the occupation they held at the time of the survey was fully related to their doctoral studies. This opinion, however, is higher for university teachers, of whom 84.2% indicated a full relationship compared with 42% of respondents in other occupations. Among university teachers, the proportion of those who reported a "partial relationship" was 14.6%, against 47.3% for those in other occupations. The opinion of "no relationship" was mentioned by 1.2% of university teachers and 10.7% of respondents in other occupations.

b) By discipline division (Appendix A, Table 28)

Overall, respondents in the social sciences were slightly more inclined to state a "full relationship" between studies and occupation than those in the humanities. As the "occupation" variable is released, the relationship is made clearer: university teachers' response towards "full relationship" varies little (85.9% in social sciences and 82.0% in humanities), whereas those in other occupations and in social sciences show a marked affinity for this same relationship (47.7% compared to 30.2% for humanists).

c) Whether seeking other employment (Appendix A, Table 29)

Among the 809 respondents employed full time in Canada, most did not actively seek alternative employment. A group of 99 respondents, representing 12.2% of this total, indicated they were actively seeking other employment. The percentage of these seekers increases markedly as their reported level of relationship between occupation and doctoral studies decreases from "full" through "partial" to "nil"; from 9.7% among those who indicated a "full relationship", this proportion of persons actively seeking other employment increases to 17.4% and 45.5% for the groups that indicated a "partial" and a "nil" relationship respectively. Overall, a smaller percentage of university teachers (10.8%) were actively seeking other employment than among the other occupational groups, among which seekers represented 19.8%. However, we find that the majority of seekers within the ranks of university teachers (78.1%) had indicated a "full relationship" between occupation and studies. On the

other hand, the persons in the other occupational groups who were actively seeking employment were to be found mostly under the "partial relationship" heading.

*7. Characteristics of persons seeking other employment  
(Appendix A, Tables 30, 31, 32 and 33)*

Of the 84 "unemployed" among the 1,032 respondents (a category which, for present purposes, includes post-doctoral fellows and full-time students), 64 were actively seeking employment at the time of the survey. In addition, 149 of those who reported they were employed full or part time were seeking a change in their employment. All these persons in the employment market were asked to specify the preferred sector and country of desired employment, and in the case of those seeking a change, to respond to an open-ended question on their reason for desiring such a change.

Of the 64 "unemployed" respondents who were looking for employment, nine were post-doctoral fellows, 32 were full-time students, four others did not specify their status, and the remaining 19 were unemployed. Overall, 54.7% of the group would prefer work within the education sector, a proportion substantially lower than among those now employed, where the corresponding figure is 86.9%. This rather low level of commitment to the education sector is largely due to a group of 35.9% who chose not to be specific and would accept work in any sector of employment. Although the numbers in each separate group of the unemployed are small, it seems that the post-doctoral fellows are the only ones to show a clear preference for the education sector; full-time students and the true unemployed hesitated between education and any type of work.

Among those employed who were looking for other employment, "more job security" was the main reason given by the highest proportion (33.1%), disregarding those who gave no usable answer to our open-ended question. Their explanations suggest that most of these respondents were unsure about whether their employment contracts would be renewed (which is prevalent among university lecturers). The other main reasons given were, by order of importance: "for a broader experience", "geographical considerations" (mostly among respondents employed outside Canada), and "dissatisfaction with present employment".

Those looking for other employment were located in Canada for the most part; 73.2% worked in Canada, 16.1% in the United States and the others overseas. Of the 109 employed in Canada, 25 indicated another country as their choice for changed employment, a potential drain almost completely compensated for by 22 then employed abroad who wished to return to Canada. Another 18 employed abroad indicated they preferred either to remain where they were or to move to another foreign country.

Most of the 149 respondents looking for other employment were employed in the education sector; specifically, 107 (71.8%) reported a university employer and another 15 were at other levels of the education sector. Among university teachers, expressed preferences for employment change would, if realized, result in a loss to the field; only 71 of the 107 university-employed respondents indicated a wish to remain in university teaching. Taking account of another group of 16 respondents employed in other areas of activity who expressed a preference for university teaching, the 87 who reported they want to work in that environment, compared with the 107 who were in it at the time, would result, if aspirations were fulfilled, in a net loss of 20 persons to university teaching.

APPENDIX A  
Statistical Tables

TABLE 1

Stage of Doctoral Studies by Year in Course\* and Type of Doctoral Program

Type of doctoral program and stage of doctoral studies	Year in Course **				Total
	Year 1	Year 2	Year 3	Year 4+	
<u>Course work and thesis</u>					
Degree granted	99	140	137	117	493
A.B.D. ***	120	79	54	31	284
Course work incomplete	11	5	4	1	21
<u>Total</u>	<u>230</u>	<u>224</u>	<u>195</u>	<u>149</u>	<u>798</u>
<u>Thesis only</u>					
Degree granted	45	52	22	28	147
Thesis incomplete	45	23	14	5	87
<u>Total</u>	<u>90</u>	<u>75</u>	<u>36</u>	<u>33</u>	<u>234</u>
<u>Doctoral programs combined</u>					
Degree granted	144	192	159	145	640
Program incomplete	176	107	72	37	392
<u>Total</u>	<u>320</u>	<u>299</u>	<u>231</u>	<u>182</u>	<u>1,032</u>

\* For the academic year 1968-69.

\*\* Year 1 applies to those respondents who registered in their doctoral program in 1968, year 2 for registration in 1967, year 3 for registration in 1966, and year 4 for registration in or before 1965.

\*\*\* A.B.D. refers to "All course requirements completed but the dissertation".

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 2

Stage of Doctoral Studies by Country of University to Award the Degree

Stage of doctoral studies	Country of university to award the degree					Total
	Canada	Abroad		Total abroad		
		U.S.A.	U.K.	France	Other	
<u>Degree granted</u>	231	216	100	69	24	640
<u>Thesis incomplete</u>						
A.B.D.'s	176	72	6	21	9	284
In program with no course requirements	6	2	59	13	7	87
<u>Course requirements incomplete</u>	15	5	-	1	-	21
<u>Total</u>	<u>428</u>	<u>295</u>	<u>165</u>	<u>104</u>	<u>40</u>	<u>1,032</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 3

## Stage of Doctoral Studies by Discipline\*

Stage of doctoral studies	Anthropology	Economics, Administrative studies	Geography	Urban studies	History	Law	Linguistics	Political science	Psychology	Sociology	Other social sciences	Social sciences	Sub-total	Architecture	Theatre, Cinema	Music	Classics	English literature	French literature	German literature	Italian literature	Other languages and literatures	Languages and literature	Sub-total	Mathematics	Philosophy	Religious studies	Humanities	Sub-total	Other	Grand total
Degree granted	15	91	20	87	13	10	43	29	37	345	11	10	16	92	53	15	3	27	206	76	41	290	5	640							
Thesis incomplete																															
A.B.D.'s	15	28	11	45	5	8	31	6	9	173	6	9	5	28	20	7	-	16	76	24	41	110	1	284							
In program with no course requirements	3	9	1	15	4	1	7	2	4	46	5	-	2	12	6	-	-	4	24	4	41	-	87								
Course requirements incomplete	3	1	-	1	-	1	3	-	3	12	1	-	-	4	-	-	-	3	7	7	9	-	21								
Total	36	129	32	148	22	20	84	37	68	576	23	19	23	136	79	22	3	50	313	10	85	450	6	1,032							

\* The discipline distribution conforms to that used by Council in 1968-69.

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 4

Stage of Doctoral Studies by Sex and Age at January 1969

	Female				Total	Male				Total					
	20- 24	25- 29	30- 34	35+ 34		20- 24	25- 29	30- 34	35+ 34						
Stage of doctoral studies															
Degree granted	11	40	15	35	101	88	269	107	75	539	99	309	122	110	640
Thesis incomplete															
A.B.D.'s	11	35	17	8	71	43	109	34	27	213	54	144	51	35	284
In program with no course requirements	2	5	1	1	9	12	46	12	8	78	14	51	13	9	87
Course requirements incomplete	1	1	-	2	4	1	7	4	5	17	2	8	4	7	21
Total	25	81	33	46	185	144	431	157	115	847	169	512	190	161	1,032

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 5

Stage of Doctoral Studies by Marital Status  
and Number of Children at January 1969

Stage of doctoral studies	Married					Single and other			Total		
	Number of children					Number of children			Number of children		
	0	1	2	3+	Total	0	1+	Total	0	1+	Total
Degree granted	218	85	88	46	437	191	12	203	409	231	640
Thesis incomplete											
A.B.D.'s	80	40	22	25	167	112	5	117	192	92	284
In program with no course requirements	31	12	5	7	55	32	-	32	63	24	87
Course requirements incomplete	3	2	1	4	10	11	-	11	14	7	21
Total	332	139	116	82	669	346	17	363	678	354	1,032

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 6  
Stage of Doctoral Studies by Citizenship Status at January 1969 and Language\*

Stage of doctoral studies	Canadian		Landed immigrant		Total	
	English	French	English	French	English	French
Degree granted	416	112	101	11	517	123
<u>Thesis incomplete</u>						
A.B.D.'s	184	66	30	4	214	70
In program with no course requirements	61	17	5	4	66	21
<u>Course requirements incomplete</u>						
Course requirements incomplete	16	4	1	-	17	4
<u>Total</u>	<u>677</u>	<u>199</u>	<u>137</u>	<u>19</u>	<u>814</u>	<u>218</u>
						<u>1,032</u>

\* The language used by respondents to answer the questionnaire.

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 7

Population with Degree Incomplete Showing Intention  
towards the Degree by Discipline

Intention	Anthropology	Archaeology	Economics	Administrative studies	Geography	Urban studies	History	Law	Linguistics	Political science	Psychology	Education	Sociology	Other social sciences	Social sciences	Sub-total	Architecture	Theatre, Cinema	Music	Classics	English literature	French literature	German literature	Italian literature	Other languages and literatures	Languages and literature	Sub-total	Mathematics	Philosophy	Religious studies	Humanities	Sub-total	Other	Grand total
Intend to complete	20	32	11	54	5	7	37	8	23	197	8	9	5	38	20	7	-	20	90	-	30	137	1	335										
Do not intend to complete	1	6	1	7	4	3	4	-	8	34	4	-	2	6	6	-	-	3	17	-	2	23	-	57										
Total	21	38	12	61	9	10	41	8	31	231	12	9	7	44	26	7	-	23	107	-	32	160	1	392										

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 8  
Population with Degree Incomplete Showing Intention towards the Degree  
by Country of University to Award the Degree

Intention	Country of university to award the degree				
	Canada	Abroad			Total
		U.S.A.	U.K.	France	
Intend to complete	175	65	53	31	11
					160
Do not intend to complete	22	14	12	4	5
					35
<u>Total</u>	<u>197</u>	<u>79</u>	<u>65</u>	<u>35</u>	<u>16</u>
					<u>392</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 9

Population Intending to Complete the Degree Showing  
Whether a Delay Occurred and the Reason for the Delay

Whether delayed and reason for delay		Number
<u>Not delayed</u>		32
<u>Delayed and reason for delay</u>		
Could not afford to continue	15	
Health reasons	8	
Employment commitment	189	
Academic reason	16	
Other reason	29	
More than one reason	46	
<u>Total delayed</u>		303
<u>Total intending completion</u>		335

Source: Survey 1968-69 Canada Council Doctoral Fellows.

TABLE 10  
Population Intending to Complete the Degree and  
Reporting a Delay by Various Characteristics

Characteristic	Number	Characteristic	Number	Characteristic	Number
<u>Year in course (in 1968-69)</u>		<u>Discipline division</u>		<u>Marital status</u>	
Year 1	135	Social sciences	173	Married	180
Year 2	90	Humanities	130	Single	123
Year 3	52	<u>Total</u>	<u>303</u>	<u>Total</u>	<u>303</u>
Year 4	26				
<u>Total</u>	<u>303</u>				
<u>Type of doctoral program</u>		<u>Sex</u>		<u>Citizenship (January 1969)</u>	
Course work and thesis	238	Female	64	Canadian	265
Thesis only	65	Male	239	Landed immigrant	38
<u>Total</u>	<u>303</u>	<u>Total</u>	<u>303</u>	<u>Total</u>	<u>303</u>
<u>Country of university to award the degree</u>		<u>Age (January 1969)</u>		<u>Language</u>	
Canada	162	20-24	50	English	232
Abroad	141	25-29	161	French	71
<u>Total</u>	<u>303</u>	30-34	55	<u>Total</u>	<u>303</u>
		35+	37		
		<u>Total</u>	<u>303</u>		

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 11

Population Not Intending to Complete the Degree  
Showing the Reason to Abandon Studies

Reason	Number
Could not afford to continue	-
Health reasons	-
Poor prospects of suitable employment	3
Attractive employment opportunity	6
Dissatisfied with program of studies	16
Personal reasons	14
Other reason	13
More than one reason	5
<u>Total</u>	<u>57</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 12

Population Not Intending to Complete the Degree  
by Various Characteristics

Characteristic	Number	Characteristic	Number	Characteristic	Number
<u>Year in course (in 1968-69)</u>		<u>Discipline division</u>		<u>Marital status</u>	
Year 1	24	Social sciences	34	Married	32
Year 2	13	Humanities	23	Single	25
Year 3	12	<u>Total</u>	<u>57</u>	<u>Total</u>	<u>57</u>
Year 4	8				
<u>Total</u>	<u>57</u>				
<u>Type of doctoral program</u>		<u>Sex</u>		<u>Citizenship (January 1969)</u>	
Course work and thesis	42	Female	13	Canadian	53
Thesis only	15	Male	44	Landed immigrant	4
<u>Total</u>	<u>57</u>	<u>Total</u>	<u>57</u>	<u>Total</u>	<u>57</u>
<u>Country of university to award the degree</u>		<u>Age (January 1969)</u>		<u>Language</u>	
Canada	22	20-24	10	English	43
Abroad	35	25-29	24	French	14
<u>Total</u>	<u>57</u>	30-34	11	<u>Total</u>	<u>57</u>
		35+	12		
		<u>Total</u>	<u>57</u>		

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 13

Average Time Elapsed Between Stages of Doctoral Studies  
by Type of Doctoral Program and Country of University to Award the Degree

Type of doctoral program and stage of doctoral studies	Country of university to award the degree				
	Canada	Abroad		Total	
		U.S.A.	U.K.	France	Other
(years)					
Course work and thesis					
<u>Without PhD</u>					
Enrolment to A.B.D.	2.3	3.0	-	2.0	-
					2.4
<u>With PhD</u>					
Enrolment to A.B.D.	2.1	2.4	-	1.9	-
A.B.D. to PhD	2.9	3.0	-	1.9	-
Enrolment to PhD	4.9	5.0	-	3.8	-
					2.2
					2.8
					4.8
Thesis only					
Enrolment to PhD	-	-	4.1	3.3	-
					4.2
Doctoral programs combined					
Enrolment to PhD	5.0	5.0	4.1	3.6	4.5
					4.7

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 14  
Average Time Elapsed between Stages of Doctoral Studies  
by Type of Doctoral Program and Selected Disciplines\* and Divisions

Type of doctoral program and stage of doctoral studies	Selected disciplines				Discipline divisions			
	Economics	History	Political science	Sociology	English	French	Philosophy	Total
Course work and thesis								
<u>Without PhD</u>								
Enrolment to A.B.D.	-	2.0	2.6	-	2.5	-	-	2.4
<u>With PhD</u>								
Enrolment to A.B.D.	2.3	1.9	2.2	-	2.4	2.1	1.9	2.2
A.B.D. to PhD	2.8	4.7	3.1	2.9	2.7	2.6	2.7	2.8
Enrolment to PhD	5.1	5.3	5.4	5.0	5.0	4.5	4.8	4.8
Thesis only								
Enrolment to PhD	-	5.4	-	-	4.0	-	-	4.2
Doctoral programs combined								
Enrolment to PhD	5.1	5.3	5.0	4.8	4.6	4.3	4.6	4.7

\* Selected on the basis of 25 or more respondents.  
Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 15

Average Time Elapsed between Stages of Doctoral Studies  
by Type of Doctoral Program and Personal Characteristics

Type of doctoral program and stage of doctoral studies	Sex	Age group (at Jan. 1969)					Marital status (at Jan. 1969)		Citizenship (at Jan. 1969)	Language		Total		
		Female		Male		35+	Married	Single and other (years)		Canadian	Landed immigrant		English	French
		20-24	25-29	30-34	35+									
Course work and thesis														
Without PhD														
Enrolment to A.B.D.	2.6	2.4	2.4	2.4	2.5	2.5	2.5	2.3	2.4	2.5	2.5	2.3	2.4	
With PhD														
Enrolment to A.B.D.	2.2	2.2	2.3	2.1	2.3	2.4	2.1	2.3	2.2	2.0	2.2	2.0	2.2	
A.B.D. to PhD	2.9	2.8	3.4	2.6	2.8	2.8	2.9	2.7	2.8	2.8	2.9	2.5	2.8	
Enrolment to PhD	5.1	4.8	4.8	4.7	5.0	5.1	4.8	5.0	4.8	4.8	4.9	4.4	4.8	
Thesis only														
Enrolment to PhD	4.7	4.1	4.1	4.2	3.5	4.9	4.0	4.4	4.1	4.5	4.2	4.1	4.2	
Doctoral programs combined														
Enrolment to PhD	5.0	4.6	4.6	4.6	4.6	5.1	4.6	4.8	4.7	4.7	4.8	4.4	4.7	

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 16  
Stage of Doctoral Studies by Employment Status

Stage of doctoral studies	Studying full time	Post-doctoral fellow	Employed		Unemployed		Other	Total
			Full time	Part time	Seeking employment	Not seeking		
Degree granted	-	11	601	15	10	1	2	640
Thesis incomplete	28	-	230	12	6	2	6	284
A.B.D.'s	12	-	69	1	2	2	1	87
In program with no course requirements	-	-	19	1	1	-	-	21
Course requirements incomplete	-	-	-	-	-	-	-	-
<u>Total</u>	<u>40</u>	<u>11</u>	<u>919</u>	<u>29</u>	<u>19</u>	<u>5</u>	<u>9</u>	<u>1,032</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 17  
Employed Full or Part Time Showing Country of Employment  
by Country of University to Award the Degree

Country of employment	Country of university to award the degree					Total
	Canada	Abroad				
		U.S.A.	U.K.	France	Other	Total abroad
Canada	369	212	126	90	36	464
Abroad						833
U.S.A.	17	53	2	-	-	55
U.K.	2	1	9	-	-	10
France	1	1	1	3	-	5
Other	6	6	9	2	2	19
Total abroad	26	61	21	5	2	89
Total	395	273	147	95	38	553
						948

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 18  
Employed Full or Part Time Outside Canada  
Showing Reason Given for Working Outside Canada by Country of Employment

Reason given	U.S.A.	U.K.	France	Other	Total
Lack of suitable employment in Canada	33	5	2	9	49
Financial considerations; attractive job offer	10	1	1	3	15
Academic and related reasons	9	2	2	3	16
Personal and other reasons	6	2	1	9	18
No response	14	2	-	1	17
<u>Total</u>	<u>72</u>	<u>12</u>	<u>6</u>	<u>25</u>	<u>115</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 19

Employed Full or Part Time Outside Canada  
Showing Citizenship Status at January 1974 by Country of Employment

Citizenship status at January 1974	Country of Employment				Total
	U.S.A.	U.K.	France	Other	
Canadian	59	11	6	19	95
Landed Immigrant	4	-	-	1	5
Other	9	1	-	5	15
<u>Total</u>	<u>72</u>	<u>12</u>	<u>6</u>	<u>25</u>	<u>115</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 20  
Employed Full or Part Time  
Showing Country of Employment by Discipline Division

Country of employment	Social sciences	Humanities	Total
Canada	483	350	833
Abroad			
U.S.A.	28	44	72
U.K.	5	7	12
France	1	5	6
Other	17	8	25
<u>Total abroad</u>	<u>51</u>	<u>64</u>	<u>115</u>
<u>Total</u>	<u>534</u>	<u>414</u>	<u>948</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 21  
Employed Full or Part Time  
Showing Sector of Employment by Country of Employment

Sector of employment	Canada	Abroad		U.K.	France	Other	Total abroad	Total
		U.S.A.						
Education								
University	684	64		10	1	14	89	773
Other	48	1		-	1	1	3	51
<u>Total education</u>	<u>732</u>	<u>65</u>		<u>10</u>	<u>2</u>	<u>15</u>	<u>92</u>	<u>824</u>
Government	66	-		1	1	4	6	72
Private sector and other	35	7		1	3	6	17	52
<u>Total</u>	<u>833</u>	<u>72</u>		<u>12</u>	<u>6</u>	<u>25</u>	<u>115</u>	<u>948</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 22

Employed Full or Part Time Showing Sector of Employment  
by Selected Disciplines\* and Divisions

Sector of employment	Selected disciplines				Discipline divisions					
	Economics	History	Political science	Sociology	English	French	Philosophy	Social sciences	Humanities	Total
Education										
University	65	115	56	49	105	60	55	420	353	773
Other	-	6	8	-	10	6	8	20	31	51
Total education	65	121	64	49	115	66	63	440	384	824
Government	20	12	8	4	3	6	1	60	12	72
Other	-	-	4	3	3	2	4	34	18	52
Total	95	133	76	56	121	74	68	534	414	948

\* Selected on the basis of 25 or more respondents.  
Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 23

University Teachers Employed Full Time in Canada by Annual Income Group,  
Type of Doctoral Program and Stage of Doctoral Studies

Type of doctoral program and stage of doctoral studies	Under \$6,000	\$6,000- 7,900	\$8,000- 9,900	\$10,000- 11,900	\$12,000- 13,900	\$14,000- 15,900	\$16,000- 17,900	\$18,000 and over	No response	Total	Average (\$)
(number)											
Course work and thesis											
Degree granted	-	-	1	9	100	119	59	66	6	360	15,342
A.B.D.	2	-	3	30	56	36	7	18	2	154	13,728
Course work incomplete	-	-	-	-	4	2	1	1	-	8	14,712
Total	2	-	4	39	160	157	67	85	8	522	14,856
Thesis only											
Degree granted	-	-	1	7	26	41	20	16	1	112	14,976
Thesis incomplete	-	-	2	8	17	7	7	3	-	44	13,643
Total	-	-	3	15	43	48	27	19	1	156	14,598
Doctoral programs combined											
Degree granted	-	-	2	16	126	160	79	82	7	472	15,254
Program incomplete	2	-	5	38	77	45	15	22	2	206	13,748
Total	2	-	7	54	203	205	94	104	9	678	14,796

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 24

University Teachers Employed Full Time in Canada  
by Annual Income Group, Stage of Doctoral Studies  
and Country of University to Award the Degree

Country of university to award the degree	Under \$6,000	\$6,000- 7,900	\$8,000- 9,900	\$10,000- 11,900	\$12,000- 13,900	\$14,000- 15,900	\$16,000- 17,900	\$18,000- and over	No response	Total	Average ( $\$$ )
<u>With PhD</u>											
Canada	-	-	-	6	58	53	28	29	3	177	15,088
Abroad											
U.S.A.	-	-	1	2	27	52	24	34	3	143	15,835
U.K.	-	-	1	5	17	30	10	9	1	73	14,741
France	-	-	-	2	16	22	14	6	-	60	14,995
Other	-	-	-	1	8	3	3	4	-	19	15,264
<u>Total abroad</u>	-	-	2	10	68	107	51	53	4	295	15,354
<u>Total</u>	-	-	2	16	126	160	79	82	7	472	15,254
<u>Without PhD</u>											
Canada	2	-	3	20	46	25	5	8	-	109	13,237
Abroad											
U.S.A.	-	-	-	5	8	9	4	9	1	36	15,562
U.K.	-	-	1	4	16	3	3	3	-	30	13,746
France	-	-	1	5	6	6	1	1	1	21	13,355
Other	-	-	-	4	1	2	2	1	-	10	13,720
<u>Total abroad</u>	-	-	2	18	31	20	10	14	2	97	14,330
<u>Total</u>	2	-	5	38	77	45	15	22	2	206	13,748

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 25

University Teachers Employed Full Time in Canada  
by Annual Income Group, Stage of Doctoral Studies  
and Selected Discipline\* and Division

Discipline	Under \$6,000	\$6,000-7,900	\$8,000-9,900	\$10,000-11,900	\$12,000-13,900	\$14,000-15,900	\$16,000-17,900	\$18,000 and over	No response	Total	Average
											( $\$$ )
<u>With PhD</u>											
Economics	-	-	-	-	2	15	13	17	1	48	16,993
History	-	-	-	6	24	17	11	9	1	68	14,950
Political science	-	-	-	1	6	11	3	7	1	29	15,476
Sociology	-	-	-	1	5	9	5	5	-	25	15,700
English	-	-	-	4	27	25	8	3	1	68	14,263
French	-	-	-	3	13	13	7	5	1	42	14,743
Philosophy	-	-	2	1	16	8	5	3	-	35	14,134
Social sciences	-	-	-	8	50	84	51	59	4	256	15,842
Humanities	-	-	2	8	76	76	28	23	3	216	14,562
<u>Total</u>	-	-	2	16	126	160	79	82	7	472	15,254
<u>Without PhD</u>											
Economics	-	-	-	-	3	4	1	3	-	11	16,000
History	-	-	1	8	16	8	2	-	-	35	12,722
Political science	-	-	-	6	6	8	1	5	-	26	14,528
Sociology	-	-	1	1	9	4	1	1	1	18	13,438
English	2	-	-	3	13	5	-	-	-	23	12,400
French	-	-	-	4	5	3	1	2	-	15	13,500
Philosophy	-	-	-	3	7	1	-	1	-	12	13,241
Social sciences	-	-	2	20	43	31	10	19	2	127	14,376
Humanities	2	-	3	18	34	14	5	3	-	79	12,743
<u>Total</u>	2	-	5	38	77	45	15	22	2	206	13,748

\* Selected on the basis of 25 or more respondents.

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 26  
Average Annual Incomes of University Teachers  
Employed Full Time in Canada by Stage of Doctoral Studies and Rank

Stage of doctoral studies and rank	Number	Average (\$)
<u>With PhD</u>		
Full professor	3	20,200
Associate	107	17,501
Assistant	314	14,575
Lecturer	10	11,960
Other	18	14,931
Not reported	20	14,975
Total	<u>472</u>	<u>15,254</u>
<u>Without PhD</u>		
Full professor	3	23,000
Associate	17	18,189
Assistant	84	13,842
Lecturer	75	12,083
Other	10	14,540
Not reported	17	14,011
Total	<u>206</u>	<u>13,748</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 27

Average Annual Incomes of University Teachers Employed Full Time in Canada  
by Stage of Doctoral Studies and Age (at January 1969), and Sex

Stage of doctoral studies and age group	Number	Average (\$)	Stage of doctoral studies and sex	Number	Average (\$)
<u>With PhD</u>			<u>With PhD</u>		
20-24	61	14,256	Female	62	14,092
25-29	235	14,894	Male	410	15,427
30-34	92	16,041	<u>Total</u>	<u>472</u>	<u>15,254</u>
35+	84	16,141			
<u>Total</u>	<u>472</u>	<u>15,254</u>	<u>Without PhD</u>		
<u>Without PhD</u>			Female	33	12,445
20-24	29	12,539	Male	173	13,983
25-29	111	13,266	<u>Total</u>	<u>206</u>	<u>13,748</u>
30-34	37	14,320			
35+	29	16,098			
<u>Total</u>	<u>206</u>	<u>13,748</u>			

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 28

Employed Full Time in Canada  
by Type of Occupation, Discipline Division and  
Extent of Relationship of Doctoral Studies to Occupation

Type of occupation and discipline division	Relationship between doctoral studies and occupation		
	Fully related	Partially related	Not related
University teachers			
Social sciences	329	48	6
Humanities	242	51	2
<u>Total university teachers</u>	<u>571</u>	<u>99</u>	<u>8</u>
Other occupations			
Social sciences	42	40	6
Humanities	13	22	8
<u>Total other</u>	<u>55</u>	<u>62</u>	<u>14</u>
<u>Total</u>			
Social sciences	371	88	12
<u>Humanities</u>	<u>255</u>	<u>73</u>	<u>10</u>
<u>Total</u>	<u>626</u>	<u>161</u>	<u>22</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 29  
Employed Full Time in Canada  
by Type of Occupation, Whether Seeking Change and  
Extent of Relationship of Occupation to Doctoral Studies

Type of occupation and whether seeking other employment	Relationship between doctoral studies and occupation		
	Fully related	Partially related	Not related
<u>University teachers</u>			
Not actively seeking	514	87	4
Actively seeking	57	12	4
<u>Total university teachers</u>	<u>571</u>	<u>99</u>	<u>8</u>
<u>Other occupations</u>			
Not actively seeking	51	46	8
Actively seeking	4	16	6
<u>Total other</u>	<u>55</u>	<u>62</u>	<u>14</u>
<u>Total</u>			
Not actively seeking	565	133	12
Actively seeking	<u>61</u>	<u>28</u>	<u>10</u>
<u>Total</u>	<u>626</u>	<u>161</u>	<u>22</u>
			<u>710</u>
			<u>99</u>
			<u>809</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 30  
Unemployed Showing Activity Status and  
Whether Seeking Employment and Sector of Desired Employment

Activity Status	Whether seeking employment		Sector of desired employment			
	Seeking	Not seeking	Total	Education	Government and private	Other
Post-doctoral fellow	9	2	11	7	-	2
Full-time student	32	8	40	19	2	11
Unemployed and seeking employment	19	-	19	9	2	8
Unemployed and not seeking employment	-	5	5	-	-	-
Other	4	5	9	-	2	2
<u>Total</u>	<u>64</u>	<u>20</u>	<u>84</u>	<u>35</u>	<u>6</u>	<u>23</u>
						<u>64</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 31

Employed Full or Part Time  
Showing Reason Given for Seeking Other Employment by Employment Status

Reason given for seeking other employment	Employment status		Total
	Full time	Part time	
For advancement, upgrading	8	1	9
For more job security	32	8	40
Dissatisfaction with actual employment	15	-	15
To leave teaching field	8	-	8
Teaching less relevant to studies	1	-	1
For a broader experience	22	2	24
Financial considerations	4	1	5
Geographical considerations	15	1	16
Family, personal considerations	3	-	3
Other and no response	28	-	28
<u>Total</u>	<u>136</u>	<u>13</u>	<u>149</u>

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 32  
Employed Full or Part Time and  
Seeking Other Employment, by Country of Current and of Desired Employment

Country of current employment	Country of desired employment					Total
	Canada	Abroad			Total abroad	
	U.S.A.	U.K.	France	Other		
Canada	84	4	-	-	21	109
Abroad						
U.S.A.	12	3	-	-	9	24
U.K.	2	-	-	-	1	3
France	2	-	-	-	1	3
Other	6	-	-	-	4	10
Total abroad	22	3	-	-	15	40
Total	106	7	-	-	36	149

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

TABLE 33

Employed Full or Part Time and  
Seeking Other Employment by Sector of Current and of Desired Employment

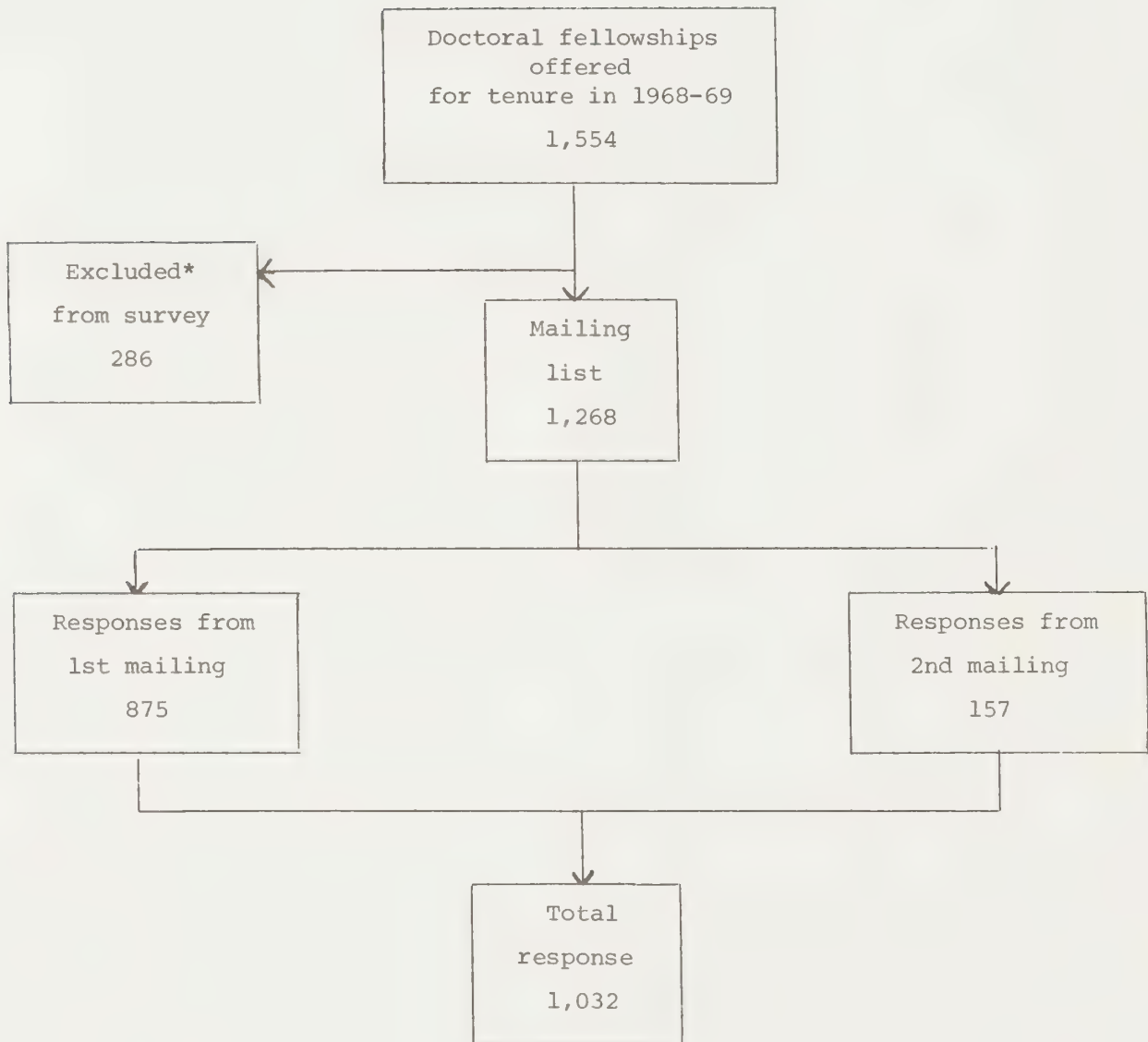
Sector of current employment	Sector of desired employment			Other and not specified	Total
	Education	University	Other		
Education					
University	71		8	28	107
Other	8		3	4	15
Total education	79		11	32	122
Other and not specified	8		1	18	27
Total	87		12	50	149

Source: Survey of 1968-69 Canada Council Doctoral Fellows.

## APPENDIX B

### Survey Data Base and Coverage

## SURVEY DATA BASE



\* Excluded were those who declined their award or whose award was withdrawn, those for whom addresses had not been found, those who were ill, dead, or for various other reasons.

Source: Survey of 1968-69 Canada Council Doctoral Fellows.


SURVEY COVERAGE  
Comparison of Survey Returns with Program Statistics

Variable	Survey (1968-69) (%)	Program statistics (1968-69/fiscal year 1967-68) (%)
<u>Year in course*</u>		
Year 1	31.0	22.9
Year 2	29.0	30.7
Year 3)		
Year 4)	40.0	46.4
<u>Total N</u>	<u>1,032</u>	<u>1,554</u>
<u>Country of university to award the degree</u>		
Canada	41.5	40.9
Abroad		
U.S.A.	28.6	28.8
U.K.	16.0	16.1
France	10.1	10.5
Other	3.8	3.7
<u>Abroad total</u>	<u>58.5</u>	<u>59.1</u>
<u>Total N</u>	<u>1,032</u>	<u>1,554</u>
<u>Discipline division</u>		
Social sciences	55.8	58.0
Humanities	44.2	42.0
<u>Total N</u>	<u>1,032</u>	<u>1,554</u>

\* Year-in-course information for the survey is a proxy, namely, the number of years elapsed between first registering in a doctoral program and the 1968-69 reference year.



APPENDIX C  
The Questionnaire

 <b>Survey of 1968-69 Canada Council Doctoral Fellows</b>			
<b>PERSONAL INFORMATION</b>			
1 Year of birth  19_____	2 Sex  <input type="radio"/> Male <input type="radio"/> Female	3 Marital status at January 1, 1969  <input type="radio"/> Married <input type="radio"/> _____ <input type="radio"/> Single	4 Number of dependent children at January 1, 1969  _____
5 Citizenship status at January 1, 1969  <input type="radio"/> Canadian <input type="radio"/> Landed immigrant		6 Citizenship status today  <input type="radio"/> Canadian <input type="radio"/> Landed immigrant <input type="radio"/> Other in Canada	
<b>EDUCATION</b>			
7 The fellowship awarded to you by the Canada Council for 1968-69 was for a program of studies:  in the discipline of _____ later changed to _____ leading to the degree of _____ later changed to _____ from the university of _____ later changed to _____			
8 If you have indicated a change in question 7 above, did it result in a significant delay (e.g., more than 6 months) in your normal progress towards completion of the degree?  <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable			
9 Your 1968-69 Canada Council award was a: <input type="radio"/> first award <input type="radio"/> renewal award  If a renewal award, was it a: <input type="radio"/> first <input type="radio"/> second <input type="radio"/> third renewal?		10 Category of award  <input type="radio"/> Student <input type="radio"/> Teacher or equivalent	
11 In what year did you first register for graduate studies? (i.e., after completion of a B.A. Honours or its equivalent)  19_____		12 In what year did you first register in the program of doctoral studies described in question 7 above?  19_____	
13 <i>This question is only for those whose doctoral program consisted exclusively in the completion of a dissertation (generally in the United Kingdom and Europe). If your program consisted of course work and a dissertation, please go to question 14.</i>  What is the present stage of the doctoral program described in question 7?  <input type="radio"/> A Doctoral degree granted in 19 _____ <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">Skip to 18 if you are now holding a post-doctoral research appointment or 19 if you are otherwise employed.</div> <input type="radio"/> B Doctoral dissertation not completed  Do you have an active intention to complete the dissertation?  <input type="radio"/> No <span style="border: 1px solid black; border-radius: 15px; padding: 2px 10px;">Complete 16</span>  <input type="radio"/> Yes → Are you now working <u>full-time</u> on your dissertation? <div style="text-align: right;"><input type="radio"/> No <span style="border: 1px solid black; border-radius: 15px; padding: 2px 10px;">Complete 15</span> <input type="radio"/> Yes <span style="border: 1px solid black; border-radius: 15px; padding: 2px 10px;">Complete 15 and 17</span></div>			

14 For those whose doctoral program consisted both of course work and a dissertation

What is the present stage of the doctoral program described in question 7?  
(Check A or B or C)

☐ A Doctoral degree granted in 19 \_\_\_\_

When did you complete all the requirements for the degree except for the dissertation? 19 \_\_\_\_

*Skip to 18 if you are now holding a post-doctoral research appointment or to 19 if you are otherwise employed.*

☐ B All the requirements but the dissertation are completed.

When did you complete all requirements except for the dissertation? 19 \_\_\_\_

Do you have an active intention to complete the dissertation?

☐ No *Complete 16*

☐ Yes → Are you now working full-time on your dissertation?

☐ No *Complete 15*

☐ Yes *Complete 15 and 17*

☐ C Pre-dissertation requirements are not completed.

Do you have an active intention to proceed towards the doctorate?

☐ No *Complete 16*

☐ Yes → Are you now working full-time on your program?

☐ No *Complete 15*

☐ Yes *Complete 15 and 17*

15 For those who actively intend to complete the doctorate

Have you experienced a delay or interruption in your program of studies?

☐ Yes ☐ No

If yes, was it or is it mainly due to:  
(Check one only)

☐ Could not afford to continue

☐ Health reasons

☐ Employment commitment

☐ Academic reasons

☐ Other reason (Please specify)

*If not now working full-time on your program skip to 19.*

16 For those who have no active intention of completing the doctorate

What was the one main reason for your decision not to proceed with your program?  
(Check one only)

☐ Could not afford to continue

☐ Health reasons

☐ Poor prospects of suitable employment

☐ Attractive employment opportunity

☐ Dissatisfied with program of studies

☐ Personal reasons

☐ Other reason (Please specify)

*Skip to 19*

17 For those now pursuing doctoral studies full-time

Will you be seeking employment after completion?

☐ Yes *Skip to 21*

☐ No *Skip to 22*

- 18 For those holding a full-time post-doctoral research appointment (as opposed to a permanent career appointment)

Institution of tenure \_\_\_\_\_ Nature of appointment \_\_\_\_\_

What was the one main reason for taking a post-doctoral research appointment?

Will you be seeking employment after termination of the appointment?

- ☐ Yes ☐ Skip to 21
- ☐ No ☐ Skip to 22

#### CURRENT EMPLOYMENT

- 19 What is your current employment status?

- ☐ Currently employed full-time ☐ Complete 20
- ☐ Currently employed part-time ☐ Complete 20
- ☐ Not currently employed but seeking employment ☐ Skip to 21
- ☐ Not currently employed and not seeking employment ☐ Skip to 22
- ☐ Other (Please specify and skip to 21 or 22)

- 20 For those employed full-time or part-time

Check sector and country of current employment

Sector of current employment	Country of current employment
<input type="radio"/> Education <input type="radio"/> University (If teaching, specify academic rank) <input type="radio"/> Other post-secondary <input type="radio"/> Elementary/secondary <input type="radio"/> Government <input type="radio"/> Federal and agencies <input type="radio"/> Provincial/local <input type="radio"/> Private industry or business <input type="radio"/> Self-employed <input type="radio"/> Other (Please specify)	<input type="radio"/> Canada (Specify province) <input type="radio"/> United States (Specify region: East, Midwest, South, West) <input type="radio"/> United Kingdom <input type="radio"/> France <input type="radio"/> Other (Please specify)

If you are now employed outside Canada, what was the main reason for your decision? \_\_\_\_\_

What is your specific occupation? \_\_\_\_\_

What is the current total income per annum from the occupation described above (to the nearest hundred dollars)? \$ \_\_\_\_\_

For how long (to the nearest full year) have you held the occupation described above?  
 \_\_\_\_\_ years

If a university teacher, for how long have you held the academic rank described above?  
 \_\_\_\_\_ years

To what extent would you say that your current occupation is related to your doctoral studies?

- ☐ Fully related ☐ Partially related ☐ Not related

20 continued

Are you now actively seeking other employment?

- ☐ Yes → If so, why? \_\_\_\_\_ **Complete 21**
- ☐ No **Skip to 22**

21 If you are now actively seeking employment (or intend to do so after completion of your doctoral program or termination of your temporary appointment) will it be:

- ☐ full-time work or
- ☐ part-time work?

Check country and sector of employment sought

Sector of employment	Country of employment
<input type="radio"/> Education	<input type="radio"/> Canada (Specify province) _____
<input type="radio"/> University	
<input type="radio"/> Other post-secondary	<input type="radio"/> United States (Specify region: _____)
<input type="radio"/> Elementary/secondary	East, Midwest, South, West)
<input type="radio"/> Government	<input type="radio"/> _____
<input type="radio"/> Federal and agencies	<input type="radio"/> United Kingdom
<input type="radio"/> Provincial/local	<input type="radio"/> France
<input type="radio"/> Private industry or business	<input type="radio"/> Other (Please specify) _____
<input type="radio"/> Self-employed	
<input type="radio"/> Other (Please specify) _____	

Please specify the occupation sought: \_\_\_\_\_

22 Please add any comments or suggestions you would like to make about the Canada Council's program of doctoral fellowships.



APPENDIX D  
Contact and Follow-up Letters

The Canada Council ■ 151 Sparks Street ■ P.O. Box 1047 ■ Ottawa ■ K1P 5V8 ■ (613) 237-3400

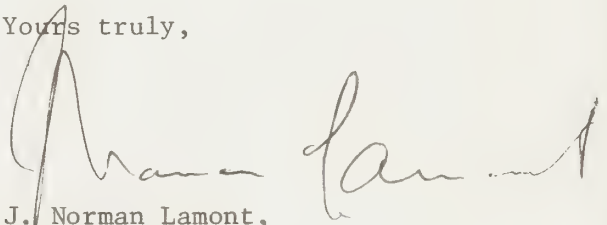
Dear Sir,

The Canada Council is presently trying to locate some of its former award recipients, with a view to sending them a questionnaire concerning their academic and work experience.

We should like to establish contact in this connection with some of your students registered at the doctoral level in 1968-1969. The list of their names is attached. If your records enable you to give us their latest address or any information that would help to locate them, we should greatly appreciate it.

Thank you for your kind cooperation.

Yours truly,

A handwritten signature in dark ink, appearing to read 'J. Norman Lamont', written in a cursive style.

J. Norman Lamont,  
Chief,  
Research and Analysis Section.

The Canada Council ■ 151 Sparks Street ■ P.O. Box 1047 ■ Ottawa ■ K1P 5V8 ■ (613) 237-3400



July 6, 1973.

The Canada Council is presently trying to locate some of its former award recipients, with a view to sending them a questionnaire concerning their academic and work experience.

We should like to establish contact in this connection with \_\_\_\_\_, who held a doctoral fellowship in 1968-69, in the field of \_\_\_\_\_. If you are able to give us his latest address or any information that would help to locate him, we should greatly appreciate it.

Thank you for your kind cooperation.

Yours truly,

J. Norman Lamont  
Chief  
Research and Analysis Section

The Canada Council 151 Sparks Street P.O. Box 1047 Ottawa K1P 5V8 (613) 237-3400

November 30, 1973

Dear Sir / Madam,


I am writing to you, a former beneficiary under our Doctoral Fellowship program, to ask for your help in a survey to which Council attaches considerable importance. As you may readily imagine, we have a continuing need for systematic and comprehensive information about the effectiveness of all our programs of assistance. The doctoral fellowship program is of particular concern if only because it is the largest single program operated by the Council (at an annual cost in the region of \$10 million over the last five years), and we now feel it necessary to bring up to date our knowledge, first acquired by a survey in 1966, of what is happening to those individuals who have benefited under the program. To this end we are sending out a questionnaire to all those persons who were offered a doctoral fellowship for 1968-69, with a view to discovering what has been their educational and career experience since then; the information we are asking for will be compiled into statistical tables that will help us assess the effectiveness of the program.

You may be assured that the answers you provide will be used for statistical purposes only and that the identity of the individual respondents will be held in confidence within our Research and Analysis Section who will see to it that, after data analysis is completed, there will be no way to identify the information with the name of the person who provided it. I hope you will forgive us for asking in the early part of the questionnaire some questions to which we could find the answers ourselves from your Awards Service file; the need to minimize costs while preserving anonymity of response makes this necessary.

You will note that, while we are asking for specific information in a rigidly structured format, there is space on the form for additional "free" response. Any comments or suggestions that you feel would be helpful will be gratefully received.

On behalf of the Council I thank you in advance for your cooperation and generosity in taking the time to answer our questions and return the questionnaire in the envelope provided. We hope that, by studying the information that you provide, we shall be able to develop policies and programs that will contribute in even greater measure to the encouragement of individuals and institutions working in the humanities and social sciences in Canada.

Yours sincerely,

  
 Frank Milligan,  
 Associate Director  
 for University Affairs.

The Canada Council ■ 151 Sparks Street ■ P.O. Box 1047 ■ Ottawa ■ K1P 5V8 ■ (613) 237-3400

January 16, 1974

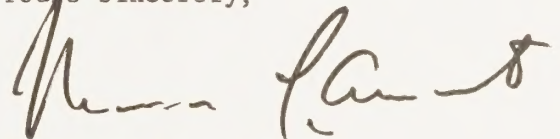
Dear Sir/Madam:

You will doubtless recall Mr. Milligan's letter to you of November 30th, 1973 concerning a survey we are making of the educational and career experience of those persons who were offered a Canada Council doctoral fellowship for 1968-69. The questionnaire that we sent you then does not seem to have been returned, so, at the risk of seeming importunate, I am writing again to ask for your assistance.

In case the material we originally sent you has gone astray, I am enclosing another copy of the questionnaire and covering letter. I do hope that you will be able to spare a few minutes to complete the questionnaire and return it to us soon, so that we can go ahead with the analysis of the data.

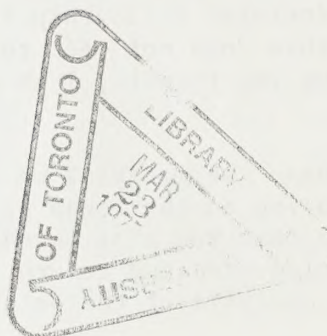
If your reply has crossed this second mailing, please disregard our request and accept our thanks for your cooperation.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "J. Norman Lamont", with a stylized flourish at the end.

J. Norman Lamont,  
Chief,  
Research and Analysis Section.

Encl.





3 1761 11465460 1

